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*MOTIVATION, *ORGANIZATIONS (GROUPS), *HOME ECONOMICS EDUCATION, *FEMALES, *TEST CONSTRUCTION, CLUBS, MEETINGS, INTERESTS, CHICAGO, ILLINOIS

MOTIVATIONS, INTERESTS, AND NEEDS RELATED TO PARTICIPATION IN VOLUNTARY ORGANIZATIONS BY WOMEN WERE STUDIED. A THREE-PART INSTRUMENT WAS DEVELOPED TO MEASURE SELECTED MOTIVATIONS, TO COLLECT DATA OF DEMOGRAPHIC CHARACTERISTICS, AND TO MEASURE SATISFACTION OF ACTIVITIES. THE SAMPLE WAS COMPOSED OF 997 HOME ECONOMICS EXTENSION CLUB MEMBERS AND 129 COUNTY EXTENSION HOME ECONOMISTS. DATA WERE GATHERED FROM RESPONSES TO THE INSTRUMENT MADE BY THE FEMALE SUBJECTS. DATA ANALYSIS INCLUDED COMBINING THE RANK ORDERING OF COMPONENT REASONS AND COMPUTATION OF MEAN RANKS AND STANDARD DEVIATIONS FOR COMBINED RANK ORDERINGS. THE STRONGEST MOTIVATION FOR PARTICIPATION WAS THE DESIRE FOR LEARNING EXPERIENCES. SOCIABILITY WAS NOT FOUND TO BE A PRIMARY MOTIVATING FORCE FOR PARTICIPATION. (RS

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THE UNIVERSITY OF CHICAGO

THE MOTIVATIONAL PATTERNS OF WOMEN ENGAGED IN EDUCATIONAL ACTIVITIES OF VOLUNTARY ORGANIZATIONS

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BY

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This investigation is in large measure based on data collected in a pretest by three county extension home economists in Indiana and by 129 county extension home economists in Illinois. Their contribution to the study and the assistance of fellow students in The University of Chicago in pretesting the instrument was considerable.

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CHAPTER I

THE PROBLEM

This study grew out of an interest in the status of the voluntary club as an educational force in the United States. Although vast numbers of voluntary organizations have aims verbalized in bylaws and promotional brochures as "education," and the members and leaders of those associations pay lip service to education, there is doubt in some quarters that learning is the major reason for participation.

Several arguments for the orthodoxy of club members' motivations for attending educational club meetings could be offered, but few have empirical evidence to support them. One argument is that the members' motives for attending must be strong (and, therefore, legitimate) to enable them to surmount the obstacles of fatigue, unfinished work, family responsibilities, weather, and other distractions that discourage persons less strongly motivated toward educational pursuits. A second argument is that they participate because they want to do so. They could have elected a number of other leisure-time activities, but they chose education.

Sometimes adults do not know when they enroll in an educational program exactly what there is to want from it, and consequently they say they are interested in the social or recreational benefits, which they know. In Alvin Zander's study of informal adult classes, for example, many of the students said they were motivated to enroll by a desire, often vague and fumbling, for self-improvement. The interests of others could best be described as social or recreational. About four out of ten indicated that acquiring information was an important motivation for attending the classes. Although a majority of these adult students had wanted to learn things about themselves, make new friends, or escape their routine daily life when they entered the course, by the end of the semester, they were thinking primarily in terms of the information they had obtained and seldom about the needs they had earlier felt to be important.[1] That club members are primarily interested in education is the claim that educators would like to make, but the substance on which to base the claim has been lacking to date.

The purpose of this investigation is to determine whether members of voluntary organizations prize those organizations chiefly for their educational value or for other reasons. A. H. Maslow suggests that any human need may serve as a motivation for going into an intellectual activity, for working in it, or for staying in it. For example, the activity may serve as a source of prestige, a means of self-expression, or a satisfaction for any one of many neurotic or non-neurotic needs.[2] Generally speaking, a person will seek out that environment which he perceives as having the potential for satisfying his needs. The questions asked by this investigation are: From the viewpoint of the member of that distinctive form called the voluntary association, is the educative function the compelling force for him to belong? If not, what is the compelling force, and what is its magnitude? Is it sociability? Does the motivating force for the club member agree with the major objective of the educator? Is there a relationship between the club member's overriding attraction for the club and his degree of satisfaction with the club program? The answers to these questions have significant practical implications for adult educators, including the identification of pressures that bear upon decisions about program content.

---

[1] Alvin Zander, "Student Motives and Teaching Methods in Four Informal Adult Classes," Adult Education, II, No. 1 (October, 1951), 27-31.

[2] A. H. Maslow, Motivation and Personality (New York: Harper and Brothers, 1954), p. 3.

Overview of the Problem

That sociability properly belongs in a group learning situation for adults was never doubted by the ancient Greeks, by the members of Benjamin Franklin's Junto Club, or by the Literary Society of Port Huron, Michigan, that originated during the Civil War--to take but three widely different examples. The ancient Greeks chiefly learned by oral communication and they liked to discuss what they learned as they learned it. As especially sociable people, they thoroughly enjoyed conversation.

Moreover, the Junto Club, though it had its intellectual side and was responsible for the cultural innovation of a subscription library, did not neglect the social side of its regular Friday night meetings. The questions that the group was asked to discuss each time indicate that everyday experiences from life were the basis of much of the discussion. Such questions as these were included:

> Have you lately observed any defect in the laws of your country of which it would be proper to move the legislature for an amendment? Or do you know of any beneficial law that is wanting?
>
> Do you know of a fellow-citizen who has lately done a worthy action, deserving praise or imitation; or who has lately committed an error proper for us to be warned against and avoid?
>
> What new story have you lately heard agreeable for telling in conversation?
>
> Have you or any of your acquaintance been lately sick or wounded? If so, what remedies were used, and what were their effects?

> Hath any deserving stranger arrived in town since last meeting that you have heard of? And what have you heard or observed of his character or merits? . . .

One topic of conversation was more cultural than the others.

> Have you met with anything in the author you last read, remarkable or suitable to be communicated to the Junto? . . .[1]

The Port Huron Literary Society, likewise, was organized around a social nucleus of like-minded persons. The Society originated during the Civil War when a group of twelve women, most of whom had been away to school, met weekly to sew for the soldiers, and to listen to the reading of books. After the War, the women continued to meet for sewing and reading.[2]

In spite of the reputations for intellectuality that such clubs as the Port Huron Literary Society, the Junto, and many others like them have enjoyed, the club as a vehicle for education has received criticism in recent years. Marchia Meeker observed that the study group, the major form of woman's organization in the last part of the last century, has largely disappeared, but many clubs still have as their stated aims the "self-improvement" and "mental improvement" of their members. Miss Meeker suggested that the reason for the existence of these groups is not to be found in the purpose proudly proclaimed in the annual program, but in the opportunity for social meeting and visiting with friends and neighbors.[3]

Ernest Hill, in writing of men's service clubs, estimates that:

> Perhaps a quarter of discussion clubs demand little from their members and whatever educational values the members find are casual and

---

[1] Benjamin Franklin, Autobiography (New York: Harper and Brothers, 1956), pp. 78-79.

[2] Mary Ely and Eve Chappell, Women in Two Worlds (New York: Association Press, 1938), pp. 132-33.

[3] W. Lloyd Warner and Associates, Democracy in Jonesville (New York: Harper and Brothers, 1949), p. 123.

> unorganized. . . . Some of the talks and papers are hastily prepared. . . . Occasionally the mind of the group as a whole becomes comfortably closed and ideas which ruffle the complacency of the group are consciously avoided. . . . The average service club member still takes rather passively what comes his way. In most instances he demands plenty of sugar-coating with his dose of learning. . . . The number of Americans, men and women, with time and will for vigorous self-improvement is relatively small.[1]

It was such observations as these about club programs that prompted this study of club members and their attitudes toward the educational offerings of their clubs.

An inquiry into the functions of educational associations is important for at least two major reasons. First of all, the number of persons engaged in such programs is very large. Membership figures for women's organizations, for instance, indicate that in 1964, the total membership of home economics extension clubs was 1,114,000.[2] The League of Women Voters of the United States claimed 132,000 members;[3] the General Federation of Women's Clubs, 800,000;[4] and the National Council of State Garden Clubs, 418,000[5] for that year. The organizations just mentioned are among 12,500 political, religious, general, civic, educational, and cultural associations listed in the 1964 edition of the Encyclopedia of Associations. The section of the Encyclopedia, "Educational and Cultural Associations," alone lists 1,350 organizations, each claiming enrichment, growth, and development of the human intellect as objectives.

---

[1] Ernest Hill, Man-Made Culture (New York: American Association for Adult Education, 1938), pp. 5, 29, 32, 112.

[2] "Statistics on Activities of Cooperative Extension Work" (Washington, D. C.: Federal Extension Service, United States Department of Agriculture, 1964), p. 2. (Mimeographed.)

[3] Encyclopedia of Associations, Vol. I: National Organizations of the United States (4th ed.; Detroit: Gale Research Co., 1964), p. 850.

[4] Ibid., p. 499.

[5] Ibid., p. 776.

The second reason why the study of voluntary educational organizations is important is that the face-to-face environment they provide is considered by many competent observers as potentially the single most influential adult educative setting in America. Kurt Lewin, for instance, points out that experience in many areas of education demonstrates that it is easier to change the ideological and social practices of individuals as members of a small group than it is to change single individuals.[1] One of the reasons why group-carried changes are more readily brought about seems to be the reluctance of the individual to stray very far from group standards. He is likely to change only if the group changes. Alexis de Tocqueville, in the nineteenth century, saw in voluntary associations a hope that democracy might escape the tyranny of the majority and the sterility of the masses.[2]

If associations are to be criticized, therefore, it is not because they lack the potentiality for education. It is because they are not fulfilling that purpose.

The Specific Problem

To test the general notion that adults belong to voluntary organizations for a variety of reasons, of which education is not necessarily the most important, members of a particular kind of study group were chosen as subjects for this investigation. Any one of numerous study groups could have been chosen to represent the voluntary educational organizations in America. Among them are: the Toastmasters' International, which aims to stimulate self-improvement through study and practice in the art of public speaking and parliamentary procedure;[1] the Great Books Foundation, which fosters self-education of adults through group discussions of books dealing with the basic issues of mankind;[2] the National Council of State Garden Clubs, which advocates the fine art of gardening, landscape design, civic improvement, and the study of horticulture;[3] the League of Women Voters of the United States, which studies selected issues at local, state, and national governmental levels;[4] and the General Federation of Women's Clubs, which selects areas of study and action in local clubs in any one of the departments of work, such as conservation, fine arts, education, and international affairs.[5]

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[1] Kurt Lewin, "Group Decision and Social Change," Readings in Social Psychology, ed. Eleanor Maccoby, Theodore Newcomb, and Eugene Hartley (New York: Henry Holt and Co., 1958), p. 204.

[2] Alexis de Tocqueville, Democracy in America, trans. Henry Reeve (New York: Oxford University Press, 1947), p. 319.

The present study was confined to women's clubs because sex differences in motivational patterns determine sex difference in behavior in most areas of living. Though the differences are mainly a product of sex-patterning of culture influences, they are real nevertheless. For example, a test recently devised to measure psychological needs has shown college women in comparison with college men to have stronger needs to defer to others, to have close affiliation with others, to introspect regarding their own personality and motives, to help others and to accept help, and to be self-abasing. College men, on the other hand, have stronger achievement needs, stronger needs to dominate and to be autonomously self-directing, stronger needs to be aggressive, and stronger heterosexual needs.[1] In the present study a sample composed of both men and women would have necessitated a complex investigation to allow for effective control of all of the relevant variables.

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[1] Encyclopedia of Associations, I, 855.

[2] Ibid., p. 416.

[3] By-Laws of The National Council of State Garden Clubs, Incorporated, Article II, Object. Revision adopted May 19, 1964.

[4] Encyclopedia of Associations, I, 650.

[5] Ibid., p. 499.

The home economics extension clubs in Illinois, which offer an educational program for individuals and for families on topics concerned with family living,[2] were chosen in part because the object of the clubs, as stated in the constitutions of the county associations of home economics extension clubs, is "education."[3] Moreover, practical considerations were also present; the author found it possible to secure the cooperation of the leaders of the group in conducting an investigation into the difficult and possibly unsettling topic of basic aims and purposes.

A brief description of home economics extension clubs indicates that they are organized in every state of the Union for the express purpose of providing, in cooperation with the state universities, a program of family living education for women. Home economics extension clubs vary in size from about 15 to around 120 members and they generally meet in homes once each month for study of nutrition, health, art, money management, child development, and other topics of interest to homemakers. The monthly lessons are taught by the country extension home economist, who is a member of the staff of the university, or by lay leaders who have been prepared for teaching by the county extension home economist, by a specialist from the university, or by some other expert on the assigned topic. Yearly programs are planned jointly by the county extension home economist and representatives from the clubs. Insofar as possible the programs are based on the educational needs of homemakers.

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[1] A. L. Edwards, Manual of the Edwards Personal Preference Schedule (New York: Psychological Corporation, 1953).

[2] The Cooperative Extension Service, Dimensions of Education for Action (Urbana: University of Illinois, College of Agriculture, the Cooperative Extension Service in Agriculture and Home Economics, February, 1963), p. 14.

[3] Constitution of Adams County Homemakers Extension Association. Revised 1962, Adams County Homemakers Extension Association, Quincy, Illinois.

One of the concepts underlying the present study is that needs of adults figure importantly as motivating forces for inducing participation in educational activities. Free responses of the members to a choice of reasons for participating in such club meetings should indicate the members' motivations and consequently their needs. From many sources, which will be described in detail later, a set of thirty-five statements of motives were selected and presented to the respondents to discover which motives were responsible for their participation in home economics extension clubs. The thirty-five motives fall into seven categories: (1) pursuit of knowledge for individual general intellectual growth, (2) pursuit of knowledge for improving homemaking competence, (3) pursuit of knowledge for improving society, (4) pursuit of esteem, (5) pursuit of sociability, (6) pursuit of diversion, and (7) fulfillment of social expectations. These seven categories will be referred to in the remainder of the dissertation as "the motivations," "motivations selected for this study," or "selected motivations for attending home economics extension club meetings." In the phrasing of the first motivation, emphasis was placed upon the idea of the individual's general intellectual growth so as not to give the impression that homemaking competence involved only manual skills or that improving society depended upon non-intellectual abilities.

Hypothesis I: Differences among club members

Gardner Murphy has suggested that the gamut of human responses appears in all societies, and that individuality among the members of all groups has been reported regularly by anthropological observers.[1] Henry Murray states that life is an "irreversible sequence of non-identical events and that with the perishing of each moment, the organism is left a different creature, never to repeat itself exactly."[2] That statement can be expanded to include the observation that life is an irreversible sequence of events, non-identical for any two persons, and that, with the perishing of each moment, the organism is left a different creature from every other.

Students of motivation might well tend to accept without question the hypothesis that human beings differ from each other in their motivations for attending educational club meetings. It is obvious that people vary in their reasons for behaving and reacting as they do in all kinds of situations. Yet many administrators of educational programs for adults act as if the hypothesis were not true. In view of the fairly common non-acceptance of the hypothesis in administrative circles, it seemed important that the hypothesis be tested.

Practically speaking, the question of homogeneity of motivations among members of educational clubs is of interest and concern because both content and teaching methods are affected by the needs of the students. In a society whose essence is mass production of goods, communication, and education, the temptation is to believe that there are mass thinking and common motivations among the members of a particular club. In fact, among discussions of purpose, very simple ascriptions of motivation are often given, leading to stereotypic thought and action.

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[1] Gardner Murphy, "Social Motivation," Handbook of Social Psychology, ed. Gardner Lindzey (Cambridge, Massachusetts: Addison-Wesley, Inc., 1954), II, 629.

[2] H. A. Murray, Explorations in Personality (New York: Oxford University Press, 1938), p. 40.

Consequently, the first hypothesis is that women who attend home economics extension club meetings differ from each other in their motivations for attending.

Hypothesis II: Motivations of club members

One of the assumptions of this study is that adults remain in an educational program for the satisfaction, stimulation, and fulfillment derived from it. Each of the seven motivations identified in the study has been widely espoused as a cause of participation.

Stress has frequently been placed on the significance of pursuit of intellectual growth as a motivational force (the first of the seven used here) because of the fact that striving for stimulation, information, knowledge, and understanding appears to be an universal motive among primates, and especially man. Maslow claimed that:

> Man has a need to know . . . a need to understand which is profoundly rooted in his biological nature. . . . Psychologically healthy people are attracted by the mysterious, the puzzling, the unknown. . . .[1]

In regard to the second motivation considered in this study, the contention that women attach great importance to seeking knowledge that will improve their homemaking competence, is based on the belief that women want to be successful in their role as homemakers. Eva Goble reported in her study of young homemakers that they frequently voiced dissatisfaction with their own performance as wife, mother, and homemaker.[1] Kathryn Van Aken Burns has said that one of the two important reasons for women to belong to home economics extension clubs is the wish to be informed, intelligent homemakers.[2] Margaret Mead believes that:

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[1] A. H. Maslow, "The Need to Know and the Fear of Knowing," Journal of Psychology, LXVIII (1963), 111-25.

> To receive recognition--from both men and women--a woman in America should . . . run her home and family efficiently so that her husband stays devoted and her children all surmount the nutritional, psychological and ethical hazards of maturation and are successful, too. . . .[3]

Pursuit of sociability was included in this study as an important motivation for attendance. Affiliation per se is exhibited in the behavior of all primates. It has been demonstrated that some form of social contact is necessary for the normal physical and personality development of the human infant. Total isolation is virtually an unbearable situation for the human being. Investigations of the results of social isolation indicate that the social needs are powerful indeed. Reports of religious hermits, prisoners of war, and castaways are convincing that the effects of isolation can be destructive.[4]

Even in a normal situation it is relatively easy to demonstrate that there appears to be a considerable amount of satisfaction from sheer functioning as a member of the group. Loneliness often is a motive for joining clubs, and clubs have been cited as effective agencies for getting acquainted in a strange city. For example, as a solution to his own sense of loneliness and isolation in Chicago in the early part of this century, Paul P. Harris, a young lawyer, founded the Rotary Club in which men might find fellowship and friendliness as well as the opportunity for service.[1] J. T. Adams mentions the revival meetings in the South and West in the nineteenth and early twentieth centuries in relation to the strong motivating force that loneliness has been in America. Men and women who went to the revival meetings were motivated in part by religion, but also by the insatiable craving, after weeks of seeing almost no one, to be a part of a group again.[2] C. O. Houle has identified the orientation of a group of continuing learners as being socially motivated.[3]

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[1] Eva Goble, "A Study of Young Homemakers' Participation in a Voluntary Organization" (unpublished Ph.D. dissertation, Department of Education, The University of Chicago, 1964), p. 67.

[2] Conference with Kathryn Van Aken Burns, former State Leader of Home Economics Extension in Illinois, on November 29, 1963, in Urbana, Illinois.

[3] Margaret Mead, Male and Female (New York: William Morrow and Co., 1949), p. 307.

[4] Stanley Schachter, Psychology of Affiliation (San Francisco: Stanford University Press, 1959), pp. 6-8.

That pursuit of esteem is a significant motivation for club members is supported by William McDougall, psychologist. He attributes to the instincts the complex derivatives of motivation, notably the will and the sentiments, and in particular, the need for self-respect, the self-regarding sentiment.[4]

Murphy reports, too, that:

> Self-love and delight in being loved appear as soon as there is a self, roughly in the second half of the first year. There is likewise, a

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[1] Hill, op. cit., p. 85.

[2] J. T. Adams, Frontiers of American Culture (New York: Charles Scribner and Sons, 1944), p. 62.

[3] Cyril O. Houle, The Inquiring Mind (Madison: The University of Wisconsin Press, 1961), p. 19.

[4] William McDougall, Introduction to Social Psychology (Boston: Luce, 1908).

> certain amount of embarrassment and shame when the self is disapproved, as is clearly evident toward the end of the first year, and it operates as a powerful deterrent force. . . .[1]

Status or dominance levels are present in every human society, and are even observed in lower animals such as dogs, goats, cows, and hens.[2] Differences in status sometimes, and in our society often, lead to the desire for persons to rise within the social system. In some groups there is emphasis on upward mobility to the point that getting ahead becomes a prevailing and widespread motive for the members. It is a pervasive and important human motive. Meeker found in her study of class mobility that:

> Associations play an important role in assisting the mobile person to rise in the class system. Movement into a higher class is in the last analysis dependent upon a person's association with and acceptance by the members of the superior class. . . . The association spreads over at least two and usually three or more classes, thus permitting members to have contact--and even intimate contact--with people of various class positions.[3]

Since social motives all relate in some way to the awareness of the self and the need to enhance and defend the self, it seems logical that the pursuit of esteem would be an important motivating force in any behavioral situation.

In respect to the importance of diversion as a motivation for action, it is known that, all other things being equal, novel or changing stimuli command more attention and examination from the higher animals than familiar ones, and that excitement is sought out by mammals when things become dull.[4]

---

[1] Murphy, loc. cit., p. 609.

[2] Thorleif Schjelderup-Ebbe, "Social Behavior of Birds," Handbook of Social Psychology, ed. Carl Murchison and Others (Worcester, Massachusetts: Clark University Press, 1935), pp. 947-72.

[3] Warner and Associates, op. cit., p. 144.

[4] Bernard Berelson and Gary Steiner, Human Behavior (Chicago: Harcourt Brace and World, Inc., 1964), p. 279.

The general drive for activity is one of the more obvious classifications of human satisfaction. Readiness for change, fascination for novelty, and weariness that comes from boredom, as well as frustration, guilt, or anxiety may stimulate a person to seek activity and diversion. In view of the observations by present-day analysts that the general mode of expression in our society is anxiety over the bomb, automation, population explosion, and all the other big and little problems, diversion might well be one of the important motivations for women to attend educational club meetings.

In addition to motivations already described, acquiring knowledge for improving society was selected as a motivation for attending educational club meetings. W. E. Styler found for tutorial class students in England that the social motive--the desire to understand social problems and to reform society--was much weaker than the personal and cultural motives. That personal enrichment should stand half a pace ahead of social service seemed to Styler the honest and natural order.[1] One of the questions asked in this study is: Does the social motive of members of women's educational organizations rank in the "honest and natural order" observed by Styler, or are the members of voluntary organizations unique in that respect?

The final motivation considered in this study is the fulfillment of social expectations. David Riesman discusses conformity and other-directed persons in these terms:

> What is common to all other-directeds is that their contemporaries are the source of direction for the individual--either those known to him or those with whom he is indirectly acquainted, through friends and through the mass media. This source is of course "internalized" in the sense that dependence on it for guidance in life is implanted early. The goals toward which the other-directed person strives shift with that guidance;

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[1] W. E. Styler, "The Motives of Adult Students," Adult Education (London), XXIII, No. 2 (September, 1950), 111.

> it is only the process of striving itself and the process of paying close attention to the signals from others that remain unaltered throughout life.[1]

This study is aimed at discovering, among other things, the magnitude of the members' drive to satisfy the expectations of their peers, their families, and society that they belong to the club.

The author's observation of women's behavior at educational club meetings has led her to believe that for club members the urge to learn for personal growth and for being better homemakers, along with the desire for sociability, appear stronger than the desire for entertainment, for esteem, for knowledge to improve society, or for meeting the expectations of other people. In personal interviews with sixteen club members in Cook and Moultrie Counties, for instance, the women repeatedly gave such reasons as the following for attending home economics extension club meetings: "Just getting away from home is not the reason. I would join some other group if that were so. I want to learn something worthwhile." "At sixty-four I need to get a better education. I need to keep on learning." "I like to keep up with new developments in the home economics field," and "I enjoy the sociability."

The second hypothesis, consequently, is that the rank order of home economics extension club members' motivations for attending club meetings is the following: (1) pursuit of knowledge for individual general intellectual growth, (2) pursuit of knowledge for improving homemaking competence, (3) pursuit of sociability, (4) pursuit of esteem, (5) pursuit of diversion, (6) pursuit of knowledge for improving society, and (7) fulfillment of social expectations.

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[1] David Riesman, The Lonely Crowd (New Haven and London: Yale University Press, 1950), p. 22.

Hypothesis III: Objectives of extension home economists

From the very nature of their jobs and from their constant in-service education and their continuing education program for themselves, extension home economists are expected to be primarily interested in the club members' development of new understandings, new skills, and awareness of good procedure in creative thinking and activity. The home economists know that adult interest in further education is not exclusively vocational. They know that many adults are motivated by a desire for self-improvement to study literature, or history, or current events.[1]

In regard to the other six motivations, the home economists attach great importance to the improvement of homemaking skills. They realize that the child's home environment in the early years has a great influence upon his achievement in school, as well as upon his interests, attitudes, and personality characteristics.[2] They believe, too, that the general well-being of adults depends greatly on the atmosphere in their homes. The home economists are greatly interested in the improvement of society as well as in the individual. They hold that a strong society is built from strong individuals and, therefore, they attach great importance to the development of effective leadership for youth groups and community affairs. The home economists recognize that sociability is an important function of the club program. They recognize, along with W. J. McKeachie, that women students tend to prefer classes in which warmth and friendliness are the instructor's mode of expression. In his research on the affiliative motive of college students, McKeachie found evidence that even women with low affiliation needs prefer warm, friendly instructors. He found, furthermore, that women are favorably affected by a friendly atmosphere to achieve higher grades.[1] As far as the motivations for esteem, diversion, and social expectations are concerned, extension home economists recognize that those motivations are powerful, but there are no empirical data to support an argument for their relative importance as motivations for attending educational club meetings. It is expected that the test of this hypothesis will furnish that information.

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[1] Zander, loc. cit.

[2] Benjamin Bloom, Stability and Change in Human Characteristics (New York: John Wiley and Sons, Inc., 1964), p. 210.

Consequently, the third hypothesis is that the rank order of county extension home economists' objectives for the home economics extension club program is: (1) pursuit of knowledge by the club members for individual general intellectual growth, (2) pursuit of knowledge by club members for improving homemaking competence, (3) pursuit of knowledge by club members for improving society, (4) pursuit of esteem by club members, (5) pursuit of sociability by club members, (6) pursuit of diversion by club members, and (7) fulfillment of social expectations by club members.

Hypothesis IV: Differences between extension home economists' objectives and club members' motivations

Theoretically, the objectives of leaders and the expectations of students must be in some agreement in order for a program to continue, but empirical research has not yet determined what minimum, or even maximum, agreement is necessary to bring about participation and persistence, learning and interest.[1] Hypotheses II and III lead directly to the hypothesis that the extension home economists and the club members differ in their objectives for the club program. For example, Hypothesis II is that the club members rank pursuit of sociability as the third most significant motivation for attending club meetings, pursuit of knowledge for improving society in sixth place, and pursuit of diversion in fifth place, while Hypothesis III is that extension home economists rank pursuit of sociability as the fifth most significant objective for the club program, pursuit of knowledge for improving society in third place, and pursuit of diversion in sixth place.

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[1] W. J. McKeachie, "Motivation, Teaching Methods and College Learning," Nebraska Symposium on Motivation, 1961, ed. M. R. Jones (Lincoln, Nebraska: University of Nebraska Press, 1961), pp. 111-42.

Therefore, the fourth hypothesis of this study (making explicit an idea already implicit in the three previous hypotheses) is that the rank order of the objectives of county extension home economists for the educational programs of home economics extension clubs differs from the rank order of motivations of home economics extension club members for attending club meetings.

Hypothesis V: Influence of satisfaction with the club program upon rank of motivation

Donald Moyer's study of teacher attitudes toward leadership as related to teacher satisfaction revealed that the teachers who rated their satisfaction highest showed themselves to be alike in needs and attitudes toward leadership, and those teachers who rated their satisfaction the lowest also showed themselves to be alike in needs and attitudes, but the attitude scores of the two groups clustered about different attitude centers in the factor analysis plot.[1]

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[1] Edmund Brunner and Others, An Overview of Adult Education Research (Chicago: Adult Education Association of the U.S.A., 1959), p. 45.

A second study of agreement between teachers and principals revealed that the highly satisfied teachers consistently referred to certain attributes of their principals, such as scholarly attitude, general competency, making the teachers feel worthy, fine personality, and courteous manner. Just as consistently the highly dissatisfied teachers failed to mention the principal, but they referred to a variety of annoyances, such as an unwanted class, a section of slow learners, lack of pupil interest, too much clerical work, and the principal's wife. The investigation indicated that if teachers were discontent with their relations with the principal, they would seize upon and magnify any inconveniences arising from their other surroundings.[2] The conjecture for the present study was that a similar situation may exist between highly satisfied club members and dissatisfied club members.

For this reason, the fifth hypothesis is that the rank order of the objectives of the county extension home economists and the rank order of the motivations of the most highly satisfied home economics extension club members are in greater agreement than are the rank orders of motivations of the least satisfied and of the most satisfied club members.

Hypothesis VI: Age of club as a differentiating factor

David Sills reported that there is always a tendency for organizations of a non-profit character to turn away, at least partially, from their original goals. In some cases, of course, such adaptation of the original goals to the requirements of a new situation is necessary for the strengthening or even the survival of the organization.[1] Rilma Buckman made a similar claim as a result of her study of women's clubs that had been organized for more than fifteen years without taking in new members. She observed that such clubs seemed to disintegrate into cliques and to lose sight of the educational objectives of the organization.[2] Bruno Bettelheim has argued that constructive action within a group causes it to disband, that when a group has solved its problem there is no longer use for the group. Bettelheim further claims that group work in which there is no permanent solution is negative and futile.[3]

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[1] Donald C. Moyer, "Teachers' Attitudes Toward Leadership as They Relate to Teacher Satisfaction" (unpublished Ph.D. dissertation, Department of Education, The University of Chicago, 1954), pp. 88-89.

[2] Merton V. Campbell, "Self-Role Conflict Among Teachers and Its Relationship to Satisfaction, Effectiveness, and Confidence in Leadership"

Without taking into consideration the length of tenure of the individual, one effort of this study is to discover whether or not members of clubs organized for many years are motivated differently than members of clubs organized more recently. Though a club may have been organized in 1918 and the membership have changed completely within that forty-five-year period, a distinctive way of thinking may have been handed down from member to member through the years.

For this study twenty years was chosen as the dividing line to measure the effect of length of life of the club on reasons for belonging to it.

(unpublished Ph.D. dissertation, Department of Education, The University of Chicago, 1958).

[1] David Sills, The Volunteers (Glencoe: The Free Press, 1957), p. 62.

[2] Rilma Buckman, "Interaction Between Women's Clubs and Institutions" (unpublished Ph.D. dissertation, Department of Sociology, The University of Chicago, 1952), p. 104.

[3] Bruno Bettelehim, class lecture, "Theory of Group Work," The University of Chicago, December 9, 1963.

Twenty years, rather than fifteen as suggested by Buckman's study, was chosen for a practical reason. A significant number of county associations of home economics extension clubs was organized in Illinois after 1944, and, therefore, a significant number of clubs. Twenty-five out of ninety-seven county associations were organized since 1944 as contrasted with only four associations since 1949.

Therefore, the sixth hypothesis of this study is that women who attend meetings of home economics extension clubs organized for less than twenty years differ in the rank order of their motivations for attending club meetings from women who attend meetings of home economics extension clubs organized for more than twenty years.

Demographic characteristics of club members as differentiating factors

The foregoing hypothesis has to do with the age of the clubs concerned. It is often suggested, as well, that certain demographic factors related to the women themselves may influence the rank order of the motivations which lead them to participate in the work of home economics extension clubs. Thus it is widely believed that older women may be more interested in sociability than younger women, that women with young children may have special developmental task needs which influence their participation, and that women who live in rural areas have different reasons for joining groups than those who live in cities or their suburbs. Though there was no theoretical basis for predicting the influence of various demographic factors, in the present study, an exploration was made of certain corollary questions about the club members' motivations. Specifically, is there a correlation between the marital status of a member, here employment status, the size of community in which she resides, her age, the amount of her formal schooling, the length of her club membership, the number of her children, the age of her children, or the number of organizations to which she belongs, and her motivations for attending home economics extension club meetings?

Organization of the Dissertation

The steps taken in the investigation will be described in the chapters to follow. Chapter II is a review of the literature and research related to the problem and it contains social and psychological concepts from which the seven motivational forces were fashioned. Chapter III is devoted to the methodology of the investigation, including descriptions of the research design, instrument formulation and pre-test, and sampling technique. Chapter IV is a report of the findings. Comparisons between motive rankings of club members and of county staff members are considered, followed by a detailed analysis of club member motives for participating in home economics extension clubs. Chapter V contains a review of findings, a statement of conclusions, and comments on the significance and implications of the findings.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter is to review the literature related to motivations, interests, and sociological and psychological needs of people, particularly as related to participation in educational activities. From the review a set of commonly accepted motivations was selected for use in the present study.

Survey of the Literature on Motivation

In the last two and a half millenia, scholars have produced countless statements about the causes of human behavior. Some of the statements were formulated as a result of logical analysis of the authors' and other people's feelings and behavior, frequently through observations of neurotic individuals. Some of the statements apply directly to the educational process. Some are intended to describe both men and women; others characterize either men or women. In this section some of those scholarly statements from the past that are related to possible motivations for attending educational club meetings will be reviewed. Others are included in a more comprehensive formulation summarized in Appendix A.

Historical background

Most Western philosophers who have concerned themselves with the subject of human motivations have embraced some form or other of the very ancient pleasure-pain theory. Socrates indicated that no one ever does anything except in pursuit of pleasure or in avoidance of pain, and that those individuals who forego comforts and glory for the sake of an ideal are simply pursuing the best pleasure there is.[1] Thomas More believed that man will behave well if he is rewarded for socially desirable behavior and punished for that which is socially undesirable.[2] Niccolo Machiavelli espoused the theory that the two great motives on which a ruler can rely in controlling his people are fear and love. Machiavelli believed that fear, in the long run, is more dependable than love.[3] Thomas Hobbes pointed to the fact that man is preoccupied only with his own needs. Hobbes believed that man is forced by the demands of life to curb his own predatory activities toward others and, in turn, to protect himself from the hazards of the predatory activities of others toward him.[4] John Locke introduced the concept of intellectualism, reasoning, reflection, and rationalization as primary human motives.[5] Charles Darwin advanced the concept of survival by the organism through adjustment to the environment.[6]

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[1] Plato, Gorgias, from The Works of Plato, trans. Henry Clay (London: G. G. Bohn, 1854), Vol. I.

[2] Thomas More, Utopia (New York: E. P. Dutton, 1935), originally published in 1518.

[3] Niccolo Machiavelli, The Prince (New York: E. P. Dutton, 1931), originally published in London, 1523.

[4] Thomas Hobbes, The Leviathan (New York: E. P. Dutton, 1931), originally published in London, 1650.

[5] John Locke, An Essay Concerning Human Understanding, ed. Robert Hutchins ("Great Books of the Western World," No. 35; Chicago: Encyclopedia Britannica, Inc., 1952), originally published in London, 1960.

[6] Charles Darwin, On the Origin of the Species by Means of Natural Selection (London: John Murray, 1859).

In an effort to get away from the pleasure-pain theory, as well as from intellectualism, William McDougall shifted the center of emphasis to the instincts as explanations of human behavior. As was mentioned in Chapter I, he found in the instincts the derivatives of motivations.[1] In the early part of the present century, almost all social psychology became instinct dominated. Thorndike, under McDougall's influence, listed nearly a hundred instincts. W. I. Thomas listed the four wishes that influence man's actions: his wishes for security, recognition, and response, and his wish to belong.[2]

A number of psychologists used the one-drive type theory of social motives to explain human behavior; others used the inventory approach to explain it. Sigmund Freud's conception of libido, his concept of the death-instinct,[3] Alfred Adler's will to power,[4] and Viktor Frankl's will to meaning[5] are well-known types of the one-drive theory.

H. A. Murray's inventory of needs is a markedly different way of considering human motivation. With the assistance of twenty-eight psychologists and psychiatrists, he made a comprehensive study of the personalities of fifty young men, concluding with a list of forty basic human needs. His list is longer than most other psychologists' lists of motivation variables, but his writing is based on rather thorough empirical studies. The motivations from his list that appear to have some relevance to this study are abasement, achievement, autonomy, counteraction, deference, dominance, exhibition, harmavoidance, infavoidance, nurturance, order, play, rejection, sentience, sex, succorance, understanding, cognizance, recognition, and construction.[1]

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[1] McDougall, op. cit.

[2] W. I. Thomas, The Unadjusted Girl (Boston: Little, Brown, 1923).

[3] Sigmund Freud, A General Introduction to Psychoanalysis (New York: Boni and Liverright, 1920).

[4] Alfred Adler, The Practice and Theory of Individual Psychology (New York: Harcourt, Brace, 1925).

[5] Viktor Frankl, Man's Search for Meaning (Boston: Beacon Press, 1962).

Maslow enumerated a hierarchy of human needs, beginning with the most primitive and progressing to the most complex as each lower-level need is satisfied. The complete list, from the most simple to the most advanced, is survival; safety from physical, animal, and human violence; belonging; status; knowledge, competence, and freedom to know; understanding and compassion; appreciation of beauty; and self-actualization.[2] Raymond Cattell (1950) compiled a list of sixteen "ergs" or disposition variables: escape, appeal, acquisition, laughter, pugnacity, self-assertion, sleep, play, self-abasement, mating, gregariousness, parental drive, curiosity, construction, disgust, and hunger.[3]

Not every student of human behavior was convinced, however, that the drive, need, or instinct theories offered complete explanations for human motivation. Psychologists began to suspect the ease with which lists of motives could be compiled. In 1920, Knight Dunlap suggested that very different kinds of lists of fundamental motives would have to be formulated for people living in different cultures.[4]

In modern theories of social behavior there are two emphases. One contends that biological determiners guide the processes of perceiving, feeling, and acting. The other holds that, however important the biological motives of the person may be, behavior is more appropriately described as a reaction to the social situation as perceived by the behaving person. Psychiatrists, in general, have espoused the former view; orthodox Freudians continue to insist that the libido is the energy source. Yet the emphasis upon social determinants certainly is popular today. Robert Faris recently stated that, contrary to traditional beliefs, the present limits of ability in society are not set by genetic factors, but to an important extent by sociological conditions.[1] Karen Horney,[2] Eric Fromm,[3] and Harry Stack Sullivan[4] have so emphasized the environmental determination of personality that sometimes it is unclear whether they take biological drives for granted or consider them irrelevant.

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[1] Murray, loc. cit., pp. 79-83.

[2] Maslow, Motivation and Personality, p. 2.

[3] Raymond Cattell, Personality (New York: McGraw-Hill Book Co., 1950), pp. 180-81.

[4] Knight Dunlap, "Are There Any Instincts?" Journal of Abnormal Psychology, XIV (1920), 307-311.

This brief review of literature suggests that motives are influenced by factors both inside and outside the organism, and that motives are always complex. It is generally assumed that physiological drives are important motivators in infancy and early childhood, but are replaced gradually by the socially-derived motives which soon dominate the individual's behavioral pattern.[5]

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[1] Robert E. L. Faris, "Reflections on the Ability Dimension in Human Society," American Sociological Review, XXVI, No. 6 (December, 1961), 835.

[2] Karen Horney, The Neurotic Personality of Our Time (New York: Norton, 1937).

[3] Eric Fromm, Escape from Freedom (New York: Farrar and Rinehart, 1941).

[4] Harry S. Sullivan, Conceptions of Modern Psychiatry (Washington: William Alanson White Psychiatric Foundation, 1947).

[5] Raymond Kuhlen, "Motivational Changes During the Adult Years," Notes and Essays on Education for Adults, No. 40, ed. Raymond Kuhlen (Chicago: Center for Study of Liberal Education for Adults, 1963), p. 77.

It is a temptation to think of individual motivations as if they operated independently and could be easily identified, but the motivational organization of human beings is a complex of urges, desires, and pressures that are difficult to comprehend. A number of different motives may move a person to buy a hat, to bake a cake, to read a book, or to go to a lecture, and a number of different satisfactions may result from one such activity. The same motive may, in different people or in the same person at different times, result in different behavior. Likewise, similar behavior may be the result of quite different motives.[1] The effort of this study is to discover, through a forced choice technique, the relative importance of certain motivations for club members to take part in adult education activities. It seems probable that several motives for taking part generally are present in a club member at one time but that one or more of the motives usually dominate. The review of research which follows supplements the notions gathered from the literature and reported above.

A Summary of Related Research

There is a limited amount of research about motivation in the field of adult education, possibly for these reasons: (1) adult education has grown rapidly and people are participating in the programs to such an extent that other problems than the measurement of motives more urgently demand the attention of educators, (2) educators generally are repelled by the notion of human manipulation as suggested by the term "motivation research," and, perhaps most important of all, (3) it is difficult to make objective studies of subjective phenomena, such as motivations. Moreover, there is a conflict between those educators who believe that people should be offered what they want and those who perceive adult education as an opportunity for upgrading the intellectual performance of adults whether or not the adults recognize that their intellectual performance needs to be upgraded. Knowledge of what motivates adults to participate in organized educational activities is more important to educators who perceive their role as one of strong leadership than to those of the permissive group.[1]

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[1] Sidney Pressey and Raymond Kuhlen, Psychological Development Through the Life Span (New York: Harper and Brothers, 1957), p. 279.

Earlier it was suggested that the social situation influences motivation; the following studies serve to illuminate that suggestion. Robert Love found, in his comparison of non-students and non-credit students at the College of the City of New York, that there had to be two preconditions before a student enrolled in educational activities. He had to be aware of education as a positive value for solving problems and he had to equate education with some degree of pleasure and success.[2] Lucy Nedzel found that educationally motivated persons who visited museums appeared to identify learning with excitement and adventure, while the unmotivated regarded learning as difficult and boring.[3]

Studies of motives as seen by participants in adult education indicate how the participants evaluate their own behavior and how they compare their own motivations with those of other people. An extensive survey of listening groups for the Canadian Radio Forum indicates that 70 per cent of the persons listed neighborliness as one of their major reasons for joining the listening group, 56 per cent listed the educational advantages, 14 per cent listed a better understanding of farm problems, 22 per cent listed help in strengthening the unity of farmers, and 10 per cent listed the enjoyment of participating in discussions. The total 170 per cent of responses is due to the fact that some persons indicated more than one major motive for joining.[1] Styler concludes, from reviewing the British studies of adult education motivations, that the desire for additional education is a very important motive for students in extension courses. He adds that increased interest in extension courses may be a result of the rise in level of educational attainment in Britain. As was reported in Chapter I, Styler concludes, also, that personal motives are more powerful than are social motives such as the desire to improve society.

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[1] Brunner and Others, op. cit., p. 28.

[2] Robert Love, "The Use of Motivation Research to Determine Interest in Adult College-Level Training," Educational Record, Vol. XXXIV (July, 1953).

[3] Lucy Nedzel, "The Motivation and Education of the General Public Through Museum Experience" (unpublished Ph.D. dissertation, Department of Education, The University of Chicago, 1952), p. 96.

In another investigation to discover why adults enroll in college day courses, business schools, trade schools, and evening classes in different sections of the United States, David Nicholson arrived at the following conclusions: (1) men are influenced by the economic-occupational objective more than by the intellectual-cultural one, (2) women enroll for intellectual-cultural reasons more often than for other reasons, (3) more than one-half of the students feel the need for additional education in order to compete successfully with their age and group, and (4) over three-fourths of the students point to the mental stimulation of the educational experience as a reason for participation. Other important reasons given for attending classes are

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[1] J. Nicol, A. A. Shea, G. J. J. Simmins, and R. A. Sim (ed.), Canada's Radio Farm Forum (Paris: UNESCO, 1954).

[2] Styler, loc. cit.

(5) the desire to have a better understanding of people and (6) the desire to learn more about the affairs of the world.[1]

In a case study of twenty-two highly active adult learners who had been identified by their personal friends, by counselors, or by directors of adult educational institutions, Cyril Houle discovered three subgroups, which he called the goal-oriented, the activity-oriented, and the learning-oriented. These are not pure types, but the goal-oriented men and women are those who use education for achieving fairly definite objectives, such as getting ahead on the job or learning to play bridge; the activity-oriented take part in learning activities for reasons other than learning, for instance, because of loneliness; and the learning-oriented seek knowledge for its own sake.[2] Sherman Sheffield expanded Houle's classifications to five based on a study of almost five hundred adults registered for short courses at conference centers throughout the United States. After checking his observations by factor analysis, Sheffield offers these orientations: (1) learning for learning's sake, (2) learning in order to reach a societal goal, (3) learning in order to reach a personal goal, (4) learning for interpersonal reasons, such as desire for social contacts, and (5) learning for intrapersonal reasons, such as need for achievement.[3] Houle's and Sheffield's analyses of orientations apply to a person's attitude toward all kinds of learning, whether in group or solitary situations and whether on theoretical or practical subjects.

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[1] David Nicholson, "Why Adults Attend School--An Analysis of Motivating Factors," The University of Missouri Bulletin, LVI, No. 20 (Education Series, No. 57; September 1, 1955), 20.

[2] Houle, op. cit., pp. ix-87.

[3] Sherman Sheffield, "The Orientations of Adult Continuing Learners" (unpublished Ph.D. dissertation, Department of Education, The University of Chicago, 1962), pp. 5, 71, 72, 73, 75.

The orientations are not to be confused with motivations for a person to participate in a particular kind of learning activity. The orientations have been mentioned only because they offer some insight into the differences in objectives among adults engaged in educational activities.

Two studies of women's groups are relevant to the present study. Eva Goble found, in her study of 269 Indiana homemakers under thirty years of age, that young women do not show a strong awareness of the usefulness of learning subject matter as a motive for joining a group. Of the homemakers 108 were members of extension clubs and 161 were nonmembers. Responses to a projective device indicated the young women had a vague feeling that what they joined should be worthwhile and interesting, but they did not believe firmly that they could learn from the program anything that would help them to be better wives, mothers, and community members. They wanted to acquire social skills and to develop personally. They wanted to get away from home, to enjoy themselves, to have some outside interests, and to meet people.[1]

The second study of women's organizations was made by Rilma Buckman in Greater Lafayette, Indiana. In her study of 290 women's clubs and their sponsoring institutions, she found that three features tend to characterize women's clubs: (1) clubs seldom succeed without a social hour, (2) members need to plan their programs in advance, and (3) members usually are engaged in activities that, by the community's standards, enhance either the individual or the community. Buckman contends that most clubs are engaged in "good works" because of a lingering public opposition to idleness, leisure time, recreation, and frivolity, and that the members are expected to earn the sociability the clubs afford their members by contributing to the educational, welfare, health, or other needs of the community. Another finding is that if the membership is made up of persons between thirty-five and fifty years of age and has been together for fifteen or twenty years without adding new members, the group tends to become a clique and to ignore its educational objective.[1]

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[1] Goble, op. cit., p. 85.

Summary of Findings from the Literature

Motivations deal with things man needs, wants, or fears, and how he attempts to reach or avoid them. The motivations investigated in this study are the secondary, learned, social, or psychogenic ones not directly related to satisfying physical needs. To work, to want to go to the moon, to want to understand human behavior are learned, social motives. In some learning theories it is postulated that learned motives develop from association with or are instrumental to the primary physiological ones. There is no doubt that many of the important strivings are learned and that they differ from culture to culture. There is no doubt, either, that sometimes people learn to strive for objects and conditions not essential to their wellbeing. Occasionally learned motivations bring detrimental and even fatal objects and conditions to the people striving for them. The search in the literature for the motivations of people to participate in club activities was made on the assumption that learning at club meetings is good for the individual and for society.

The research reviewed in Chapter II was used expressly in developing the rationale for the instrument used in this study. Reference to other research is made in various other chapters of the dissertation wherever it is pertinent. A compilation of needs, interests, and motivations, including those which are reviewed above, is to be found in Appendix A. They have been consolidated into a cross-sectional device. Along the horizontal axis were listed the major classifications into which the motivations appeared to fall. The names of scholars or institutions whose statements had been selected for their relevance to the study were entered along the vertical axis.

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[1] Buckman, op. cit., pp. 97, 102, 104.

Eighteen needs of women were suggested initially by the literature, as rational motives for women to attend educational club meetings. They are: need to broaden interest, curiosity, need for achievement, need to nurture, need for order, need for security and safety, need for economic gain, altruism, need for power, need for social contact, need for beauty, need for autonomy, need to belong, need for entertainment, need for escape, need to conform, need for recognition, and need for self-actualization. Recognizing that the list would be unwieldy when incorporated into an instrument, the author refined the classifications still further. Her years of experience in working with home economics extension clubs, supplemented by intensive interviews with other experienced extension home economists and a number of club members, led to the establishment of seven basic motivations as the framework for the instrument to be used in the study. (The method of refining the basic list will be described in the next chapter.) The list of motivations is as follows: pursuit of knowledge for individual general intellectual growth, pursuit of knowledge for improving homemaking competence, pursuit of knowledge for improving society, pursuit of esteem, pursuit of sociability, pursuit of diversion, and fulfillment of social expectations.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Testing the hypotheses of this study required that a valid, reliable, and objective three-part instrument be developed. The first part would measure the relative importance of selected motivations for members to attend educational club meetings. The second part of the instrument would be a questionnaire for collecting data about certain demographic characteristics and other relevant information about the club members, and the third would be a scale for measuring the members' satisfaction with club meeting activities. Development of the instrument and its validation, pretesting of the instrument, selection of the sample, and formulation of the plan for data analysis are described in this chapter.

Development of the Instrument

Before the device for testing the relative importance of selected motivations could be constructed, the following matters had to be considered: (1) selection of elements of motivation to be tested, (2) verbal facility of the club members, and (3) statistical technique to be used.

Selection of elements of motivation to be tested

As was mentioned briefly in Chapter II, the list of motivations derived from the literature was expanded and refined by the author through consultation with other extension home economists and through interviews with club members. In a "brain-storming" conference the author and two experienced extension home economists produced forty-five reasons why women might participate in home economics extension club meetings. Those reasons, supplemented by appropriate ones from those identified in the literature and cited in Appendix A, were refined and typed onto individual 3 x 5 inch cards. Next the reasons were tested for clarity of expression, independence, and the extent to which they corresponded with reality as perceived by sixteen club members from Cook and Moultrie Counties in Illinois. The sixteen club members were selected deliberately for their heterogeneity in respect to age, size of community, marital status, and employment status, with the expectation that different point of view would be expressed by people with different backgrounds.

Each interview was initiated by the author's brief explanation that she was doing a study to discover why women go to club meetings. Oral responses to that question were formulated by the women without prompting except for an occasional "and for what other reason?" and without reference to the reasons written on the cards. During the interviews, five of the sixteen women mentioned "sociability" first as a reason for attending educational club meetings; six out of sixteen mentioned "learning" first of all. From the interviews came such comments as:

> "Getting firsthand information from the university about things we need to know is important."
>
> "I like the lectures."
>
> "Everything the home adviser gives is helpful, sound information."
>
> "Just being at home is not enough when you have been accustomed to working away from home."
>
> "I enjoy the change of pace."
>
> "I enjoy learning a new recipe, or a new joke, as well as the lesson."
>
> "I enjoy the sociability."

"I like the 'bunch.'"

"I particularly enjoy lessons on world trade and foreign affairs."

"If someone has an unhappy home life, it helps her to get a pat on the back from her fellow club members."

After the oral interview, each woman was given a deck of cards on which were typed the preliminary versions of seventy-three reasons for attending educational club meetings, and she was asked to select her five most important reasons. Educative reasons were first choice for the women as a whole. Comments from the women served to illuminate errors in wording and overlapping of ideas, to confirm the soundness of some of the statements, and to aid the author in restating the reasons in words the homemakers would understand.

After numerous additions, deletions, and other refinements has been made to the list of reasons, seventy-five of them were submitted to a panel of judges. The panel consisted of three women--an educational psychologist, an intern at a conference center for continuing education, and a graduate student in the field of English literature. The panel members were given definitions of the seven categories of motivations and asked to indicate the category to which each reason belonged. At least two of the judges agreed upon the classification of each of seventy reasons. Forty-two reasons, six for each of the seven categories of motivation, were selected from those seventy reasons, and for the most part were those upon which the judges agreed unanimously. For categories in which the judges agreed upon more than six reasons, precisely six reasons were selected to cover as many different kinds of activity as could be fitted into the category.

The definitions of the categories used by the judges were developed from the literature on human motivation described in Chapter II and from an analysis of usage in the Oxford English Dictionary. The definitions appear below:

I. Pursuit of knowledge for individual general intellectual growth.--To increase one's capacity for effective thinking and intellectual activity. To grow in qualities of intellect and appreciation. To seek intellectual stimulation. To derive pleasure from learning. To enjoy mental exercise. To understand the world in which one lives, just for the sake of knowing.

II. Pursuit of knowledge for improving homemaking competence.--To become proficient in homemaking skills. To learn to manage time, energy, material things, and people without undue strain. To learn how to foster the physical and emotional well-being of family members. To learn some of the principles for guiding the development of children. To learn to choose and arrange the physical surrounding to give beauty, comfort, and pleasure to family members. To learn to manage financial and other material resources intelligently. To learn to provide for the social, emotional, and intellectual development of family members.

III. Pursuit of knowledge for improving society.--To understand social problems. To learn how to effect social reforms. To learn how to improve the social situation locally, statewide, nationally, and globally. To learn how to guide the youth of the community to maturity. To learn to teach other women to develop their latent capacities.

IV. Pursuit of esteem.--To satisfy the need for respect, standing, and status, with consequent self-respect.

V. Pursuit of sociability.--To take satisfaction in the company of those with whom one feels a kinship. To relieve or avoid the uneasiness one feels when deprived of association with one's kind. To enjoy fellowship with or approval (with some degree of pleasure) from one's fellows. To seek affection, love, and the feeling of belonging. To enjoy positive association with other persons. To value an activity involving friendly interaction with others.

VI. Pursuit of diversion.--To satisfy the desire for new experiences, fresh stimulation, and change. To turn one's mind from serious concerns or ordinary matters. To seek relaxation, amusement, or entertainment. To avoid unpleasantness. To shun anything unwelcome.

VII. Fulfillment of social expectations.--To conform to the expectations of the community or of one's associates. To participate because certain authority figures, or other persons whose approval one values, believe the activity is important.

The complete list of forty-two positive reasons (as stated in ways that would be meaningful to homemakers) chosen for the instrument appears in Appendix B. An illustrative reason for Category I, pursuit of knowledge for individual general intellectual growth, is "to satisfy an inner desire to know"; for Category II, pursuit of knowledge for improving homemaking competence, "to learn to furnish my home to give pleasure and comfort to my family"; for Category III, pursuit of knowledge for improving society, "to learn how to make the community a better place in which to live"; for Category IV, pursuit of esteem, "to get to know the important people in the community"; for Category V, pursuit of sociability, "to get acquainted in the community"; for Category VI, pursuit of diversion, "to get a change of scenery and atmosphere"; and Category VII, fulfillment of social expectations, "to avoid disappointing the hostess."

A set of statements similar to those selected for measuring motivations of club members was incorporated in the ranking device for measuring objectives of professional staff members. An example of the change in wording from the first ranking device to the second can be seen in the transformation of the statement listed above as an illustration of Category II. "To learn to furnish my home to give pleasure and comfort to my family" becomes "to learn to furnish their homes to give pleasure and comfort to their families," now an objective for club members as viewed by the staff members.

Verbal facility of the club members

Most women have opinions about the appeal that club meetings have for them, but some have difficulty in expressing themselves precisely. The plan for this study was to give verbal assistance to women with limited verbal skill. The test was constructed in such a way that the club members were required to do nothing except to make a choice among the reasons. Moreover, ideas taken from the literature and reasons recorded from interviews with extension home economists and club members were restated in a vocabulary that could be understood by the respondents and presumably would have the same meaning for everyone. More than two hundred reasons were formulated and tested by the following standards:

1. Simple words rather than complex ones should be used wherever the meaning will not be altered by their use.
2. Each expression should be kept to a modest length.
3. All expressions should be approximately the same length.
4. Each reason should be stated in behavioral terms.
5. Wording of the reason should avoid any obvious implication of social disapproval.
6. Reasons should be described in general terms rather than by specific examples.
7. There should be no ambiguity.
8. The reason should be stated positively.
9. The expression should be concise and to the point.[1]

The statistical technique

An adaptation of the Q-technique appeared to be appropriate for measuring rank of motivations for this study. The Q-technique itself was considered but discarded because it forces the ratings into a Gaussian normal distribution and gives very little information about the rank of items at the center of the distribution.[1] Empirical ranking, paired comparison, and intensity of feeling measures were considered, too, as possible techniques, but each one became unwieldy when more than ten items were involved.

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[1] Several of these standards were adapted from Asahel Davis Woodruff, "A Study of the Directive Factors in Individual Behavior" (unpublished Ph.D. dissertation, Department of Education, The University of Chicago, 1941), p. 31.

The adaptation of the Q-sort selected for this study involves a ranking device that distributes items evenly over a seven-point scale and gives the same amount of information about each item. The Q-technique also makes use of forced choice. As for rules about the number of statements to be ranked, there appears to be no basis for regulations on the matter.[2] Lawrence Downey used sixteen statements in the Q-sort for his study, "Task of the Public School as Perceived by Regional Sub-Publics."[3] For the present study forty-two statements were chosen because the ranking of more than forty-two would have been unmanageable for most people in the thirty minutes available for that task. Each reason was printed on an individual 2.5 x 1.5 inch card, white for club members and blue for county extension home economists. The appropriate deck of cards was given to each respondent with instructions to rank the reasons from most important to least important, six reasons at each point on the scale as demonstrated diagramatically on page 43.

By weighting each point on the seven-point scale, it was possible to assign a numerical value to each of the reasons in the array. Thus, the rankings of different subgroups of respondents could be combined and compared. The weighting of each point on the scale was the same as its order of importance, e.g., point one (most important) was weighted one, and point seven (least important) was weighted seven. This numerical value of each reason made it possible for the mean rank of each motivation to be calculated by the IBM 7094 computer, for each group and each subgroup of respondents.

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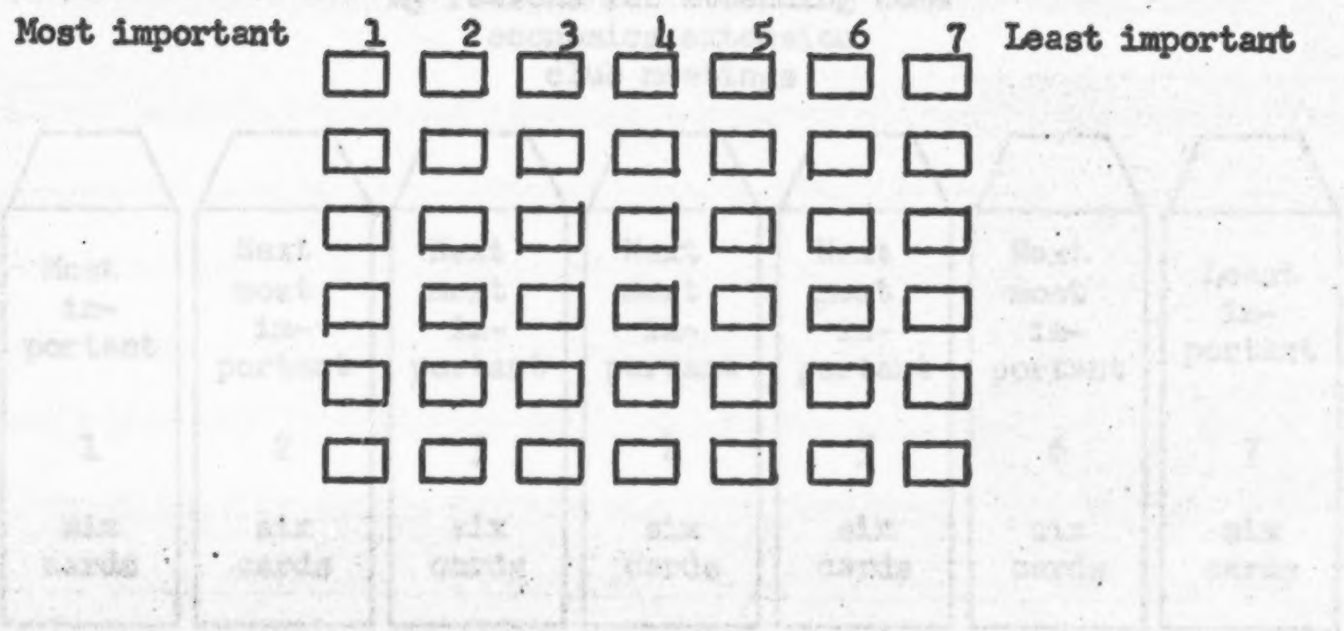
[1] Lee Cronbach, Essentials of Psychological Testing (New York: Harper and Brothers, 1960), pp. 506-528.

[2] Conference with Professor Benjamin Wright, Department of Education, The University of Chicago, February 12, 1964.

[3] Lawrence Downey, "The Task of the Public School as Perceived by Regional Sub-Publics" (unpublished Ph.D. dissertation, Department of Education, The University of Chicago, 1959), p. 67.

Sort boards constructed by stapling seven small envelopes onto 7 x 13 inch pieces of chipboard were labeled in the following way for club member respondents:

My reasons for attending home economics extension club meetings


Most important
1
2
3
4
5
6
7
Least important
Most important 1 six cards
Next most important 2 six cards
Next most important 3 six cards
Next most important 4 six cards
Next most important 5 six cards
Next most important 6 six cards
Least important 7 six cards

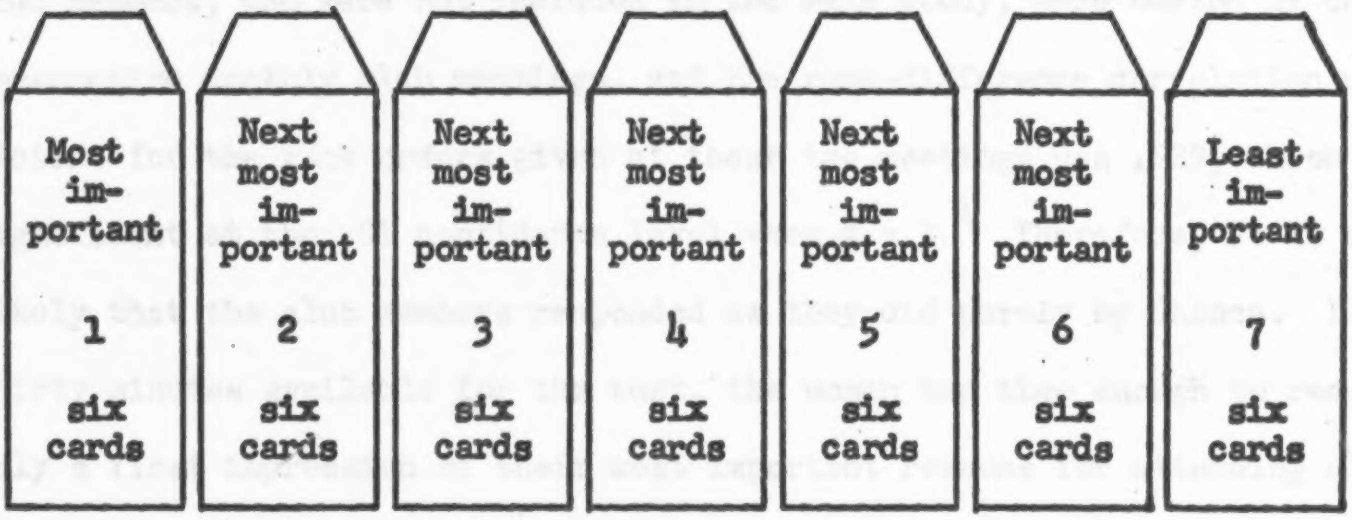
Sort boards used by the county staff members differed from those used by the club members only in the heading. The heading for staff members was:

My objectives for the club members
who attend home economics
extension club meetings

The three parts of the instrument were filled out anonymously and each respondent was instructed to seal the envelope containing her response before she gave it to the person who administered the test. Each respondent importance, e.g., point one (most important) was weighted one, and point seven (least important) was weighted seven. This numerical value of each reason made it possible for the mean rank of each motivation to be calculated by the IBM 7094 computer, for each group and each subgroup of respondents.

Sort boards constructed by stapling seven small envelopes onto 7 x 18 inch pieces of chipboard were labeled in the following way for club member respondents:

My reasons for attending home
economics extension
club meetings


Most important
1
six cards
Next most important
2
six cards
Next most important
3
six cards
Next most important
4
six cards
Next most important
5
six cards
Next most important
6
six cards
Least important
7
six cards

Sort boards used by the county staff members differed from those used by the club members only in the heading. The heading for staff members was:

My objectives for the club members
who attend home economics
extension club meetings

The three parts of the instrument were filled out anonymously and each respondent was instructed to seal the envelope containing her response before she gave it to the person who administered the test. Each respondent was assured also that no one except the author would see her individual response. The assumption underlying the use of the secret ballot in this inquiry is that when the social atmosphere is free from felt or actual pressure toward conformity and when there is some assurance of anonymity, the ranks given to the motivations by the respondents will be expressions of their true feelings.

In an effort to get some insight as to whether or not the women had expressed their true feelings about their reasons for attending club meetings, the author did some follow-up studies. The first involved a test and retest of the reliability of the ranking device. Seventeen home economics extension club members, who were not included in the main study, were tested at two consecutive monthly club meetings, and the rank-difference correlation coefficient for the rank orders given at those two meetings was .929, which is significant at the .01 confidence level when N = 7.[1] Therefore, it is unlikely that the club members responded as they did purely by chance. In the thirty minutes available for the test, the women had time enough to record only a first impression of their most important reasons for attending club meetings. The women appeared cooperative and conscientious in responding to the test and greatly interested in knowing the outcome of the study.

In a second attempt to learn the respondents' reaction to the test, the author interviewed ten women, each of whom had taken the test under the direction of a different county extension home economist. From the interviews came such information as whether or not (1) the directions given by the home economists were adequate, (2) the statements on the cards were clear, (3) the time allowance was adequate, (4) the respondents felt threatened in revealing their reasons for club attendance, (5) the respondents thought the personal information gathered through the instrument might be revealed publicly, and (6) the respondents thought the test was a nuisance. The author's conclusions from those interviews were that, in general, the club member respondents thought the directions and statements were reasonably clear; they felt slightly rushed in completing the test in the time allowed for it; they did not feel threatened by the test; and they thought the study was important.

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[1] Wilfred J. Dixon and Frank J. Massey, Introduction to Statistical Analysis (New York: McGraw-Hill Book Company, Inc., 1957), p. 468.

In a third follow-up study with two club members, the author checked the correlation between each woman's response to the ranking device and her oral ranking of the seven motivations. The test, retest, and oral test were done at intervals of one month. Neither of the women knew when she took the first test that the retest would follow, nor did she know when she took the second test that the oral test would follow. The women had not been confronted with the list of seven motivations previous to the oral test. They had known only the thirty-five component reasons presented in the ranking device as presented in the test and retest. The ranking of the motivations by the club members, as indicated in the test, retest, and oral test, are shown in Table 1, and the rank-difference correlation coefficients for the tests are shown in Table 2.

In every case except one the correlation coefficients are at the .05 level of confidence, at least.

The results of intensive testing of the two women just described, of the interviews with ten women discussed earlier, and of the test-retest of seventeen women were satisfactory evidence to the author that the members were reporting their true interpretations of their reasons for attending

TABLE 1

PILOT STUDY OF RANK OF MOTIVATIONS FOR TWO HOMEMAKERS TO ATTEND EDUCATIONAL CLUB MEETINGS

Motivations to Attend Club Meetings	Mrs. M			Mrs. S		
	Rank of Motivations on First Test	Rank of Motivations on Retest	Rank of Motivations on Oral Test	Rank of Motivations on First Test	Rank of Motivations on Retest	Rank of Motivations on Oral Test
Pursuit of knowledge for intellectual growth	1.5	1	1	1.5	2	1
Pursuit of knowledge for improving homemaking competence	1.5	2	2	5	3	3
Pursuit of knowledge for improving society	5	7	5	1.5	1	2
Pursuit of esteem	6	6	4	4	4	4
Pursuit of sociability	3.5	4	3	3	5	5
Pursuit of diversion	3.5	3	6	6.5	6	6
Fulfillment of social expectations	7	5	7	6.5	7	7

club meetings and that the instrument gave valid, reliable, and objective results.

TABLE 2

RANK-DIFFERENCE CORRELATION COEFFICIENTS FOR TEST AND RETEST, TEST AND ORAL RANKING, AND RETEST AND ORAL RANKING OF MOTIVATIONS OF TWO CLUB MEMBERS IN A PILOT STUDY

Club Members	Coefficient for Test and Oral Ranking	Coefficient for Retest and Oral Ranking	Coefficient for Test and Retest
Mrs. M (Champaign County)	.839[a]	.607	.804[a]
Mrs. S (Effingham County)	.839[a]	.982[a]	.839[a]

[a] Any correlation greater than .951 is significant at the .001 level, any beyond .875 is significant at the .01 level, any beyond .833 is significant at the .02 level, and any correlation beyond .754 is significant at the .05 level.

In addition to the ranking device described above, the instrument for the study included two questionnaires. One asked for the following demographic and other relevant characteristics of the club members: years of schooling, years of participation in the club program, number of children, ages of children, marital status, employment status, place of residence, number of organizations to which the participant belongs, and age. The second questionnaire was a satisfaction scale constructed from the author's knowledge of club programs and from consultations with experienced extension home economists. The scale measured each club member's satisfaction with nine activities included in the program:

1. Listening to talks.
2. Participating in discussions.
3. Participating in laboratory sessions.
4. Observing demonstrations.
5. Participating in the social hour (for example, coffee hour, or visiting).
6. Participating in the planned recreation (for example, group singing).
7. Being an officer.
8. Being a lesson leader.
9. Being a hostess to the group

Respondents were asked to check the degree of satisfaction they had received from each of those activities. Each activity received a score of 3, 2, 1, or 0, depending upon whether the club member enjoyed the activity very much (3), somewhat (2), not at all (1), or whether she had not experienced the activity (0). The total satisfaction score for each respondent was the sum of her individual satisfaction scores; her mean satisfaction score was found by dividing her total score by the number of activities in which she had participated. The two questionnaires described above may be found in Appendix C.

Pretesting the Instrument

The purpose of the pretest was fourfold: (1) to further test the instrument, (2) to test procedures for choosing the sample, (3) to test procedures for teaching county extension home economists to administer the instrument, and (4) to test procedures for collecting, tabulating, and analyzing data.

The pretest was administered to three home economics extension clubs in Indiana by three county extension home economists. The clubs were selected to include distinctly different classifications of club members: (1) a group of middle-aged rural homemakers, (2) a group of well-educated young urban homemakers, and (3) a group of homemakers whose average age was seventy-one years. At the same time that the three home economists were taught to conduct the study, data were collected from them about their objectives for the club program. Subsequently the home economists gave the test to members at regular meetings of the selected clubs and the retest one month later to members of the same club. Usable results were collected from forty-one persons for the first test and from twenty-two persons for the test-retest. The reduced number of usable responses for the test-retest was partially due to the fact that the same persons were not present for both meetings and partially due to an unexplainably large number of errors in one club on the retest.

The pretest furnished a number of answers to questions about the instrument's precision: the accuracy and clarity of the wording, perfection of the technique for administering the test, general intelligibility of the instructions, as well as the validity and reliability of the instrument. Personal conferences, telephone calls, and correspondence between the author and the cooperating county extension home economists revealed that the test was too long to fit the thirty-minute limit, the sentences were too long, and some of the wording was unnecessarily complex. Acting upon such information, the author reduced the number of statements from forty-two to thirty-five by reducing the number of statements per motivation from six to five. Sentence length was decreased and less complex words were substituted wherever necessary. Emotionally charged words were eliminated as far as possible. For example, "To have a diversion from the demands of housework" was substituted for "To enjoy a reprieve from the monotony of housework." These changes are noted in Appendix C.

The plan for including the members from one club in each county, for teaching the county extension home economists to administer the test, and for depending upon the home economists to collect the data and mail it to the author appeared to be a workable scheme. The club members responded quite acceptably to both the test and the retest. The Indiana county staff members were most cooperative, and quite careful to carry out the author's instructions as given.

The test and retest of twenty-two club members' rank order of motivations gave a reliability coefficient of .829 which is statistically significant at the .02 level of confidence.

A kind of face validity was established by the pretest which increased the author's confidence that the instrument was measuring differences in motivation stemming from differences in need. The two younger groups of homemakers ranked pursuit of knowledge for improving homemaking competence higher than any other motivation, while the group of elderly, widowed homemakers ranked pursuit of esteem and fulfillment of social expectations higher than did either of the other two groups. These data fit the observations of Raymond Kuhlen that growth expansion motives seem to dominate the first half of the adult years and that needs stemming from insecurity, anxiety, and threat become important in later years.[1] It seems reasonable, too, that women with young children ranked the motivations, pursuit of sociability and pursuit of diversion, higher than did the other two groups.

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[1] Kuhlen, loc. cit., p. 77.

On the basis of the replies from the pretest, a preliminary check was made of all the hypotheses to make sure that they could be tested adequately with the data secured. The results tended to support some of the hypotheses and not to support others, but no changes were made since the size of the samples was small.

The mimeographed directions to county home economics extension agents for administering the study were generally satisfactory. Principal revisions included the addition of statements that would expedite the administration of the study, such as, "If you have an older group of women, read the cards through with them the first time. Older people generally do not see as well nor react as quickly as those in younger groups." The revised "Directions to Home Advisers" is reproduced in Appendix D.

The questionnaires asking for background information and for an evaluation of the home economics extension club program remained virtually unchanged. The two questionnaires appear in Appendix C.

The design of the study and the procedure for carrying it out appeared to have sufficient support from the pretest for the investigation to be continued according to plan. Only such emendations as shortening the test and simplifying the expressions, as described above, were necessary. Form 2 of the instrument appears in Appendix C.

Selection of the Sample

The sample for the study was composed of 997 home economics extension club members in Illinois and 129 county extension home economists. By an administrative decision of the Assistant Director of the Cooperative Extension Service, Home Economics Division, University of Illinois, one club per county was permitted to be included in the sample. If an extension home economist was employed in the county at the time of data collection, the county was considered for the sample. Eighty-six counties or bicounty units were available for consideration on this count. Clubs scheduled to meet with the county extension home economist in either April or May, 1964, the time of the data collection, were considered for the sample. The design of the study required that one-half of the selected clubs had been organized before 1944 and one-half of them had been organized in 1944 or later because Hypothesis VI was a prediction of differences between clubs organized more and less than twenty years.

A stratified sample of clubs was selected from counties in the five districts of the state in proportion to the membership in the districts. Seventy-six of the eighty-six available county home economics extension organizations were included in the sample. First of all, thirty-eight clubs that had been organized for twenty years or more were selected from thirty-eight counties: nine from District I, seven from District II, ten from District III, seven from District IV, and five from District V. From each of thirty-eight remaining counties, one club that had been organized for less than twenty years was selected to represent the five districts in the same proportion as did the older clubs. In districts where the number of available counties exceeded the quota, counties were selected randomly. Likewise, one club was selected randomly from a county from the clubs that satisfied the requirements: (1) the county extension home economist met the club during April or May, 1964, and (2) the club was organized before 1945 (or after 1944, depending upon whether an older or a newer were being sought).

There is no reason to believe that the limitations upon the selection of clubs affected in any way the representatives of the sample. For instance, the counties eliminated from the study because there was no home economist at the time of data collection included Macoupin County, with a large, rural club membership; Cook County, with a large, urban membership; and Edwards County, in southern Illinois, with a small, rural membership. Moreover, those clubs that met with the home adviser during the period that the data were being collected were not known to be different from those that met with her in the preceding or succeeding month, since the plan for deciding meeting dates had been worked out by individual counties on an alphabetical or some other equally arbitrary basis several years ago. Every county extension home economist who attended district conferences for county extension workers in March or April, 1964, was included in the sample of county extension home economists.

Tables 21 and 22 of Appendix B contain resumes of the number of clubs and respondents from each district of the state and of the number of county home economics extension staff members included in the sample.

The Sample

Nine hundred and ninety-seven (997) home economics extension club members selected from a total population of 44,487 responded to the instrument at regular meetings of their clubs. One hundred and twenty-nine (129) of the 132 Illinois county extension home economists participated in the study by responding to the instrument; 76 of the home economists participated additionally by collecting data from the club members at the club meetings. Seven hundred and fifty-one (751) returns from the club members and 119 returns from the county staff were completed correctly and were used in this study.

The sample includes club members from every geographic area of the state; from farms, small towns, and cities; and from different age groups and educational levels. Demographic and other characteristics of the sample are given in Tables 23 and 31 in Appendix B. In those tables the characteristics are compared, wherever possible, with the findings of a 1960 survey of home economics extension club members in Illinois and with 1960 census data.

When age is considered, the sample is representative of the club membership in 1960 but not of the general population. The sample includes proportionately more women in the thirty-five to sixty-five year age group and fewer in the under thirty-six year group than would be expected from census data for the adult female population in Illinois.

The fact that only 45 per cent of the sample is composed of farm women explodes the myth that home economics extension club members are necessarily farm women. However, proportionately more of the members are rural women than census data would indicate. Seventy-two per cent of the members are rural as compared with 19 per cent of the general population. Twenty-eight per cent of the membership lives in cities of 2,500 population or more, as compared with about 81 per cent of the general population.

Information about the organizations to which the members belong is pertinent to the study in that it suggests something about their involvement in community activities. The data reveal that the largest group of members has belonged to home economics extension clubs for two to ten years. Forty-one per cent of the members are in that group. Regarding the number of organizations to which each member belongs, 25 per cent of the sample belong to one organization and another 25 per cent belong to two organizations in addition to the home economics extension club. Thirteen per cent of the total sample belong to no organized group other than the home economics extension club.

Data about the number and age of children per respondent indicate that more club members have children above high school than any other age, and that the modal number of children for club members is two. In Illinois in 1960 the average number of children ever born to women ever married was 2.482.

Other data about the women in the sample include years of schooling, marital status, and employment status. Fourteen per cent of the members completed only eight years of schooling, 13 per cent attended high school but did not graduate, 37 per cent completed their formal schooling at high school graduation, 16 per cent attended college, and 6 per cent were graduated from college, as compared with 22 per cent, 20 per cent, 27 per cent, 8 per cent, and 5 per cent of women, respectively, in the general Illinois population over twenty-five years old. The remainder of the sample, for which there is no comparable data, includes 1 per cent who attended elementary school but did not complete the work, 5 per cent who attended trade school but did not complete the work, and 8 per cent who were graduated from trade school.

Eighty-eight per cent of the sample are married, as compared with 66 per cent of women over fourteen years of age in Illinois who are married. About 9 per cent of the sample are widowed as compared with 13 per cent of the general population of women. Nearly 82 per cent of the sample of members are not working as compared with 64 per cent of women in Illinois.

The sample of club members was classified in two other ways: (1) according to whether the member's club had been organized for more or less than twenty years, and (2) according to whether the club member enjoyed nine selected club meeting activities very much or not. In the first classification, there were 376 women who belonged to clubs that had been organized twenty or more years and 375 who belonged to clubs organized for less than twenty years.

In the second classification there were 158 members who were most satisfied with the selected club activities that had been available to them and 163 members who were least satisfied with the activities.

No demographic data for the county extension home economists were collected. The home economists were considered as one homogeneous group, in that each one is a college graduate, with a major in home economics, and she is employed to do educational work in home economics with a whole county as her geographic sphere.

Data Analysis

The design for analysis of the data was implied in Chapter I. A central feature of the design is the combining of the rank ordering of the five component reasons for each category of motivation for each subgroup of respondents and the computation of mean ranks and standard deviations for those combined rank orderings. In Appendix G may be found programs written for the IBM 7094 computer to combine the rank ordering of the categories of motivation, and to compute the mean rank, rank of the mean rank, frequencies, standard deviation of the rank for each motivation, and satisfaction scores.

Rank-difference correlation coefficients for the motivations of various subgroups were computed by Spearman's rank-difference correlation technique, and significant differences were noted.

A detailed account of the findings is to be found in the next chapter.

CHAPTER IV

PRESENTATION OF THE RESULTS OF THE INVESTIGATION

Chapter IV is devoted to a presentation of the findings. A detailed report of the data bearing on each hypothesis is introduced in the discussion of each hypothesis, followed by a description of the methods of analysis and an indication of the extent to which the findings verified the hypotheses that were tested.

The study was prompted by an interest in the functions being performed currently by voluntary educational clubs in the United States. In the inquiry an attempt was made to determine whether the main function of the home economics extension club was, in fact, education. To test that notion responses from 751 members of home economics extension clubs and 119 county extension home economists to a device for ranking motivations were analyzed. The findings are listed below.

For the sake of brevity and in an effort to avoid monotonous repetition, condensed forms for some of the commonly used terms have been substituted whenever the meaning is not likely to be misunderstood. Home economics extension club members, for instance, have been referred to variously as the club members, the members, the homemakers, and the women. Likewise, home economics extension club meetings have been called club meetings and educational club meetings. County extension home economists have been called home economists, county staff members, staff members, and professional staff members. Intellectual growth, homemaking competence, improvement of society, esteem, sociability, diversion, and social expectations have been used at times in place of the complete statements of the motivations: pursuit of knowledge for individual general intellectual growth, pursuit of knowledge for improving homemaking competence, pursuit of knowledge for improving society, pursuit of esteem, pursuit of sociability, pursuit of diversion, and fulfillment of social expectations.

Findings Related to the Hypotheses

The hypotheses are restated below so that they may be reexamined in light of the findings:

Hypothesis I is that women who attend home economics extension club meetings differ from each other in their motivations for attending.

An examination of the responses of members of the first club to return its completed instruments to the author revealed that the individuals represented gave conspicuously different ranks to the motivations, as shown in Table 3. Mrs. A gave first place to esteem; Mrs. B and Mrs. F, to improvement of society; Mrs. C and Mrs. I, to intellectual growth; Mrs. D, to homemaking competence; Mrs. E, to diversion; Mrs. G, to intellectual growth and homemaking competence (a tie); and Mrs. H, to homemaking competence and diversion (also a tie).

Limited information about the club disclosed the fact that it was called "The Young Homemakiers," that it was organized in 1963, and that it had thirteen members. In view of the widely accepted concept that there is a fairly well-defined set of developmental tasks that face young adults,[1] an easy speculation was that the individual young women within this club had been

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[1] Robert J. Havighurst, Developmental Tasks and Education (Chicago: The University of Chicago Press, 1948), pp. 64-72.

TABLE 3

RANK ORDER OF MOTIVATIONS OF MEMBERS OF "THE YOUNG HOMEMAKERS" HOME ECONOMICS EXTENSION CLUB

Motivation	Rank Order of Club Members								
	Mrs. A	Mrs. B	Mrs. C	Mrs. D	Mrs. E	Mrs. F	Mrs. G	Mrs. H	Mrs. I
Intellectual growth	4.5[a]	7.0	1.0	3.0	3.0	5.0	1.5	3.0	1.0
Homemaking competence	3.0	2.0	2.0	1.0	2.0	2.0	1.5	1.5	3.0
Improvement of society	2.0	1.0	3.0	2.0	5.0	1.0	4.0	4.0	2.0
Esteem	1.0	5.5	6.0	6.0	7.0	3.5	5.0	7.0	6.0
Sociability	6.0	3.5	4.0	4.0	4.0	3.5	6.0	5.0	4.0
Diversion	4.5[a]	3.5	5.0	5.0	1.0	6.0	3.0	1.5	5.0
Social expectations	7.0	5.5	7.0	7.0	6.0	7.0	7.0	6.0	7.0

[a] Since the two motivations for Mrs. A, intellectual growth and diversion, have the same score, one of the motivations comes at rank 4 and other at rank 5. It is not known which, if either, is stronger, yet the two rank positions must be filled; therefore, the average of the tied ranks is taken and both motivations are given rank 4.5. The next ranking motivation is at rank 6. The same procedure is used in all similar cases of tied scores.

stimulated by the same motivation to attend educational club meetings, that is, to learn how to do some of those tasks: rearing children, managing a home, or finding a congenial social group. Data from Table 3, however, dispelled any notion that the youthfulness of the members, the small size of the club, or the recent date of the club's organization were any guarantee of a common purpose among the members.

Further exploration revealed that two other motivations had been ranked in first place by club members from the total sample. The twelfth respondent had ranked sociability in first place, and the ninety-fifth respondent had ranked social expectations in first place. Including the five motivations given first place ranking by "The Young Homemakers," each of the seven motivations had been accorded first place by some member.

When a complete tabulation of all responses from club members was available, it was found that the pattern of variation in motivations persisted, though the pattern of motivation apparently varied from club to club. The pattern for "The Young Homemakers" club was an exaggeration of the total sample in two respects. The total sample attached comparatively less significance to the motivations for esteem and diversion than did "The Young Homemakers." The examples of "The Young Homemakers" and of the twelfth and ninety-fifth respondents were used only as illustrations of variation, not as proof of it. The frequency distribution of motivation ranks for the total sample, given in Table 4, however, verifies the fact of variation in motivation among individual club members. The largest number of the women chose homemaking competence as their top-ranking motivation for attending educational club meetings. A large number chose intellectual growth, some chose improvement of society, smaller numbers chose sociability and diversion, and a few chose esteem and social expectations. Hypothesis I is clearly supported

TABLE 4

RANK ORDER FREQUENCIES OF MOTIVATIONS OF 751 HOME ECONOMICS EXTENSION CLUB MEMBERS GIVEN AS PER CENT

Motivation	Rank Order							Total
	1	2	3	4	5	6	7	
Intellectual growth	31%	30%	21%	8%	4%	4%	2%	100%
Homemaking competence	47	30	13	4	3	2	1	100
Improvement of society	10	23	36	13	10	5	3	100
Esteem	2	4	7	26	28	23	10	100
Sociability	5	7	14	33	30	9	2	100
Diversion	4	5	8	11	17	35	20	100
Social expectations	1	1	1	5	8	22	62	100%
Total	100%	100%	100%	100%	100%	100%	100%	

In this table the percentages have been rounded to the nearest whole percentage point, and percentage for the tie ranks have been split in half and the halves added to percentages for adjacent whole number ranks. The original table as it came from the computer may be found in Appendix H.

by the investigation. The home economics extension club, as it operates in the mid-twentieth century, attracts members for a wide range of reasons, and individual members differ from each other in the importance they attach to each reason.

Hypothesis II is that the rank order of home economics extension club members' motivations for attending club meetings is the following: (1) pursuit of knowledge for individual general intellectual growth, (2) pursuit of knowledge for improving homemaking competence, (3) pursuit of sociability, (4) pursuit of esteem, (5) pursuit of diversion, (6) pursuit of knowledge for improving society, and (7) fulfillment of social expectations.

Some important facts about motivations of club members became evident when the frequency distribution of Table 4 was analyzed by quarter sections. In particular, the high percentage figure in the upper left-hand quadrant indicated that a disproportionately large number of club members gave high priority ranks to the motivations to learn. Of the 751 members in the total sample, 88 per cent gave first place to one of the three pursuit-of-knowledge motivations for attending club meetings. The relative importance of the individual learning motivations is evident in the number of members who ranked each of them in the top three rank positions. Ninety per cent of the members ranked pursuit of knowledge for improving homemaking competence at either first, second, or third place; 82 per cent ranked pursuit of knowledge for the individual's general intellectual growth at either first, second, or third place; and 69 per cent ranked pursuit of knowledge for improving society at one of those three top positions. The number of members remaining to rank the other four motivations at either first, second, or third place was very small indeed.

The lower right-hand quadrant of the table, likewise, is heavy with high percentage figures, indicating that from the necessity of a forced choice instrument a correspondingly large segment of the members had attached low-ranking priorities to the motivations for esteem, sociability, diversion, and social expectations. A conspicuous figure in that quadrant is the 62 per cent of respondents who gave the lowest priority rank to fulfillment of social expectations. In light of the many discussions about conformity in behavioral patterns among the people of the United States, the large percentage of respondents who attached very little importance to the social expectation motive is interesting. A possible explanation is that many persons attend meetings, not because of pressure from their husbands, friends, or relatives, for them to do so, but in spite of real or imagined opposition from those persons for them to do so.[1]

A comparison of the rank orders of the motivations of club members is shown in Table 5. The way in which the composite mean ranks were computed, and, therefore, the actual rank order of the motivations, requires an explanation at this point. For each motivation, the frequency of each rank order (noted in Table 37 of Appendix H) was multiplied by the weight of that rank (the same number as the rank), the resulting products added, and the resulting sum divided by N, or 751 in this instance. For example, the composite mean rank of pursuit of knowledge for intellectual growth (2.36) was computed thus: (218 x 1.0) + (37 x 1.5) + (199 x 2.0) + (35 x 2.5) + (142 x 3.0) + (11 x 3.5) + (40 x 4.0) + (13 x 4.5) + (18 x 5.0) + (6 x 5.5) + (16 x 6.0) + (3 x 6.5) + (13 x 7.0) = 1771.5 and 1771.5 ÷ 751 = 2.36.

There is fairly close agreement between the hypothesized and actual rank order of every motivation of the club members except pursuit of knowledge for improving society. The rank given to that motivation by club members

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[1] Goble, op. cit., p. 72.

TABLE 5

A COMPARISON OF HYPOTHESIZED AND ACTUAL RANK ORDERS OF MOTIVATIONS OF CLUB MEMBERS

Motivation	Club Members (N = 751)		
	Hypothesized Rank Order of Mean Rank	Actual Mean Rank	Actual Rank Order of Mean Rank
Intellectual growth	1	2.36	2
Homemaking competence	2	2.04	1
Improving society	6	3.13	3
Esteem	4	4.83	5
Sociability	3	4.10	4
Diversion	5	5.17	6
Social expectations	7	6.38	7

was considerably higher than had been hypothesized. Though the very essence of the philosophy of home economics extension clubs is the development of community leaders and volunteer teachers for the youth and adult programs, improvement of society was hypothesized to rank at sixth place on a seven-point scale because many volunteer leadership positions in the church, school, youth clubs, and other community organizations remain unfilled for lack of adults who are willing to take the responsibility of these positions. As was mentioned earlier in this chapter, however, more than two-thirds of the club members ranked improvement of society in either first, second, or third place. Apparently women attracted to home economics extension clubs are more in tune with the program's emphasis upon responsible citizenship than is apparent on the surface of the situation.

Since the home economics extension club is designed specifically to offer a program of family living topics of interest to homemakers, it is not surprising that the members of such clubs would rank pursuit of knowledge for improving homemaking competence at the top of the list. As a matter of fact, some administrators might be concerned that no more than 47 per cent of the club members gave top rank to that motivation.

Pursuit of sociability, esteem, and diversion are in the same relative positions as hypothesized, but at one level of importance lower. The club members apparently are more serious about the educational phase of their club program than the author gave them credit for being.

The coefficient of correlation between the actual rank order and the hypothesized rank order, as shown in Table 5, is .750 as computed by the Spearman rank-difference correlation technique. When the number of items to be ranked is seven, any rank-difference coefficient of correlations greater than .754 is significant beyond the .05 confidence level. Therefore, by the use of strict statistical requirements, Hypothesis II cannot be accepted since the actual rank order varies from that hypothesized. Since the correlation comes within .004 of being significant at the .05 level, however, it would not seem advisable to discard the hypothesis completely. The major difference in rank order is, as has already been noted, that which has to do with the improvement of society. The fact remains that motivations for intellectual growth and for improving homemaking competence are at the top of the list.

Hypothesis III is that the rank order of the county extension home economists' objectives for the home economics extension club program is: (1) pursuit of knowledge by club members for individual general intellectual growth, (2) pursuit of knowledge by club members for improving homemaking competence, (3) pursuit of knowledge by club members for improving society, (4) pursuit of esteem by club members, (5) pursuit of sociability by club members, (6) pursuit of diversion by club members, and (7) fulfillment of social expectations by club members.

An analysis of the data in Table 6 reveals the same general pattern of frequency distribution of the ranks for county extension home economists' objectives as generated by the distribution of ranks for the club members' motivations described in the discussion of Hypothesis I. When lines are drawn through Table 6 dividing it into four approximately equal quadrants, strikingly high percentages of responses are seen to fall into the upper left-hand and lower right-hand quadrants. As would be expected from professional educators, the range of high priority choices of the staff members is confined almost exclusively to the three educational objectives. Ninety-nine per cent of the staff members gave either first, second, or third rank to pursuit of knowledge for individual general intellectual growth; 96 per

TABLE 6

RANK ORDER FREQUENCIES OF MOTIVATIONS OF 119 EXTENSION HOME ECONOMISTS GIVEN AS PER CENT

Motivation	Rank Order							Total
	1	2	3	4	5	6	7	
Intellectual growth	38%	38%	23%	1%	0	0	0	100%
Homemaking competence	22	25	49	2	1%	1%	0	100%
Improvement of society	40	36	20	2	1	1	0	100%
Esteem	0	0	3	41	30	25	1%	100%
Sociability	0	1	1	33	49	15	1	100%
Diversion	0	0	4	20	18	45	13	100%
Social expectations	0	0	0	1	1	13	85	100%
Total	100%	100%	100%	100%	100%	100%	100%	

In this table the percentages have been rounded to the nearest whole percentage point, and the percentages for the tie ranks have been split in half and the halves added to the percentages for adjacent whole number ranks. The original table as it came from the computer may be found in Appendix H.

cent, to pursuit of knowledge for improving homemaking competence; and 96 per cent, to pursuit of knowledge for improving society.

That extension home economists have ranked pursuit of knowledge for intellectual growth and for improving society at first and second places (Table 7) may be somewhat surprising if the nature of the home economists' work is not clearly understood. From the fact that she is a teacher, an interpreter of research, a member of the faculty of the State University, and, through an established in-service educational program, a continuing learner, it is to be expected that she should attach prime importance to the intellectual aspects of the program. In regard to her interest in the improvement of society, the aim of her program, and of every other program of continuing education for that matter, is to improve society. Home economics extension aims to improve society, particularly, through the development of wise and effective leadership and through the development of informed and competent individual citizens. Home economics extension programs both produce and are produced by volunteer leadership in the community. Hence, the extension home economist can reasonably be expected to express a major concern for the improvement of society. Pursuit of knowledge for improving homemaking competence by the club members is an important objective of the staff members, but not as important as was hypothesized. Pursuit of esteem, likewise, was not as important as hypothesized. Pursuit of knowledge for improving society and pursuit of sociability, on the other hand, were more important than hypothesized.

Although there are perceptible differences, there is a high level of agreement between the hypothesized and the actual rank orders of the staff members' objectives when the rank orders are considered as wholes. The

TABLE 7

A COMPARISON OF HYPOTHESIZED AND ACTUAL RANK ORDERS OF OBJECTIVES OF STAFF MEMBERS

Objectives	Staff Members (N = 119) Hypothesized Rank Order of Mean Rank	Mean Rank	Actual Rank Order of Mean Rank
Intellectual growth	1	1.88	1
Homemaking competence	2	2.39	3
Improvement of society	3	1.89	2
Esteem	4	4.79	5
Sociability	5	4.78	4
Diversion	6	5.44	6
Social expectations	7	6.82	7

coefficient of correlation is .929, which is statistically significant at the .01 level. Hypothesis III is supported by the investigation.

Hypothesis IV is that the rank order of the objectives of county extension home economists differs from the rank order of motivations of home economics extension club members for attending club meetings. A glance at Table 8 brings to attention obvious differences in the rank ordering of the first three motivations by the two groups of people, that the county extension home economists ranked pursuit of knowledge for intellectual growth first and pursuit of knowledge for improving homemaking competence third, while the home economics extension club members ranked pursuit of knowledge for improving homemaking competence first and pursuit of knowledge for intellectual growth second. The home economists apparently are more devoted to the scholarly aspects of the program than are the homemakers, who, in turn, are more interested in the practical aspects of the club program than are the home economists. Most practitioners of adult education will recognize this phenomenon as being not uncommon in their work.

A comparison of the frequency distributions in Tables 4 and 6 dramatizes the difference between the two groups in a quantitative way. For instance, 38 per cent of staff members ranked intellectual growth in first place as compared with 31 per cent of club members; 22 per cent of staff members ranked improving homemaking competence first as contrasted with 47 per cent of club members; and 40 per cent of staff members ranked improvement of society first as contrasted with 10 per cent of the club members.

In spite of the differences between the rank orders given to the first three motivations by club members and by staff members, the fact remains that the rank orders, in general, are in fairly high agreement. The rank difference correlation coefficient is .893, which is statistically

TABLE 8

A COMPARISON OF RANK OF MOTIVATIONS OF CLUB MEMBERS WITH RANK OF OBJECTIVES OF COUNTY STAFF MEMBERS

Categories (Motivations for Club Members and Objectives for County Staff Members)	Club Members (N = 751)			County Staff Members (N = 119)		
	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank
Intellectual growth	2.36	2	1.378	1.88	1	0.761
Homemaking competence	2.04	1	1.361	2.39	3	0.939
Improvement of society	3.13	3	1.393	1.89	2	0.910
Esteem	4.83	5	1.312	4.79	5	0.857
Sociability	4.10	4	1.262	4.78	4	0.750
Diversion	5.17	6	1.607	5.44	6	1.954
Social expectations	6.38	7	1.030	6.82	7	0.458

significant at the .01 level of confidence. Consequently, Hypothesis IV has no support from this investigation. Such differences as have been observed may reasonably be viewed as random fluctuations within the same population.

Hypothesis V is that the rank order of the objectives of the county extension home economists and the rank order of the motivations of the most highly satisfied home economics extension club members are in greater agreement than are the rank order of the motivations of the least satisfied and of the most satisfied club members. For the testing of this hypothesis the rank orders of motivations of the approximate one-quarter of the sample that registered greatest satisfaction with the club program and one-quarter of the sample that registered least satisfaction were compared with each other and with the rank order of objectives of the county extension home economists. Club members classified as the most highly satisfied were those who indicated that they enjoyed very much the following activities experienced at club meetings: listening to talks, participating in discussions, participating in laboratory sessions, observing demonstrations, participating in the social hours, participating in the planned recreation, being an officer, being a lesson leader, and being a hostess to the group. One hundred fifty-eight club members registered a mean satisfaction score of 3.000, which was the highest possible mean score based on the accumulation of three points for each activity that was enjoyed very much, two points for each activity enjoyed somewhat, and one for each activity enjoyed not at all. Those 158 members were compared with 163 members who registered the lowest satisfaction scores in the study, scores ranging from 1.750 to 2.500.

The data in Table 9 indicate that the rank-difference correlation coefficient of motivations of the most satisfied and least satisfied club members is .963, of motivations of the most satisfied club members and objectives of county extension home economists is .893, and of motivations of

TABLE 9

MOTIVATION RANKS OF LEAST SATISFIED CLUB MEMBERS, MOST SATISFIED CLUB MEMBERS, AND COUNTY STAFF MEMBERS (N = 438)

Categories (Known as Motivations for Club Members and Objectives for County Staff Members)	Members Registered Least Satisfaction (N = 163)			Members Registered Most Satisfaction (N = 158)			County Staff Members (N = 119)		
	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank
Intellectual growth	2.43	2	1.433	2.33	2	1.380	1.88	1	0.761
Homemaking competence	2.23	1	1.594	2.05	1	1.313	2.39	3	0.939
Improvement of society	3.62	3	1.575	2.89	3	1.313	1.89	2	0.910
Esteem	4.92	6	1.338	4.64	5	1.424	4.79	5	0.857
Sociability	3.88	4	1.356	4.27	4	1.152	4.78	4	0.750
Diversion	4.74	5	1.828	5.50	6	1.428	5.44	6	1.054
Social expectations	6.18	7	1.303	6.33	7	0.997	6.82	7	0.458

the least satisfied club members and objectives of county extension home economists is .857. One specific difference among the three groups was in the rank of esteem and diversion. Least satisfied members ranked diversion higher than esteem, while the most satisfied members and the home economists reversed the rank order of those two motivations. Specific differences between the home economists and the members were in the rank orders of the three learning motivations. Staff members ranked the objectives for intellectual growth and learning to improve society higher than learning to improve homemaking competence, while club members ranked learning to improve homemaking competence higher than either of the other two motivations.

Differences between the satisfaction scores of the two groups of club members led to the hypothesis that the two groups would have differed markedly in their motivation rank orders. Except for participation in the social hour and participation in the planned recreation, all nine of the club activities demanded from the members fair amounts of either intellectual or leadership responsibility. The data do not indicate which of the activities the dissatisfied members did not enjoy, but the data do indicate that satisified members enjoyed all the activities available to them, including those that demanded intellectual effort and leadership responsibility, as well as those that provided sociability and recreation. Therefore, the satisfied members could not have drawn their satisfactions solely from a vegetative, passive, mentally and physicially inert sort of membership in the group.

In conclusion, though there were some discernible differences among the motivation rank orders of the least satisfied and most satisfied club members and the objective rank order of the county extension home economists, the rank-difference correlation coefficient for the two groups of club members is statistically significant at the .001 level of confidence, for the most satisfied club members and the home economists at the .01 level, and for the least satisfied members and the home economists at the .02 level. Therefore, the rank orders do not differ statistically. The findings do not support the hypothesis that the county extension home economists and the most highly satisfied club members are in greater agreement about the goals of the club program than are the least satisfied and the most satisfied club members.

Hypothesis VI of this study is that women who attend meetings of home economics extension clubs organized for less than twenty years differ in the rank order of their motivations for attending club meetings from women who belong to home economics extension clubs organized for more than twenty years. Members of thirty-eight clubs organized between 1918 and 1944 were compared with members of thirty-eight clubs organized between 1944 and 1963. By chance the two groups were almost equal in size, with 376 women in the first group and 375 in the second.

That members of clubs organized for more than twenty years should have characteristics that set them apart from members organized for a fewer number of years is not evident from the data in Table 10. The rank order of motivations for the two groups is the same. It is true that members of clubs organized for less than twenty years attend club meetings to pursue knowledge for intellectual growth, for improving homemaking competence, and for improving society, but members of clubs organized for more than twenty years also rank those three motivations in the top three positions. Likewise, both kinds of members rank pursuit of sociability at fourth place.

This investigation offers no support for Hypothesis VI. There are no discernible differences between the motivations of the two groups of members to attend educational meetings of the home economics extension club.

TABLE 10

MOTIVATION RANKS OF CLUB MEMBERS WHO BELONG TO CLUBS THAT HAVE BEEN ORGANIZED MORE THAN AND LESS THAN TWENTY YEARS (N = 751)

Motivation	Members of Clubs Organized Twenty Years or More (N = 376)			Members of Clubs Organized for Less than Twenty Years (N = 375)		
	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank
Intellectual growth	2.34	2	1.348	2.38	2	1.409
Homemaking competence	2.11	1	1.420	1.97	1	1.298
Improvement of society	3.19	3	1.457	3.07	3	1.324
Esteem	4.74	5	1.375	4.91	5	1.240
Sociability	4.05	4	1.315	4.15	4	1.207
Diversion	5.29	6	1.550	5.05	6	1.656
Social expectations	6.28	7	1.115	6.47	7	0.929

Findings Related to Demographic Characteristics

The last problem to be considered was whether or not certain demographic characteristics of the club members influenced the rank order of motivations that lead them to participate in the educational activities of home economics extension clubs. The first characteristic to be examined was marital status. Six hundred fifty-eight married members and sixty-nine widowed members constituted the two groups that were studied in this connection. Single respondents were eliminated from the study because they comprised only 3 per cent of the total sample.

Data from Table 11 show that marital status tends to be related to two of the motivations included in this study. Widowed members ranked pursuit of knowledge for intellectual growth in first place; married members ranked it second. In turn, married members ranked pursuit of knowledge for improving homemaking competence in first place and widowed members ranked it second.

As was stated in Chapter I, the basic concept underlying this study is that fundamental needs of adults figure importantly as motivating forces for those adults to participate in educational activities. For widows, education for homemaking and child rearing is not as relevant to their fundamental needs as is intellectual activity. Furthermore, club activities serve the need of widowed persons to keep in touch with society. Havighurst has said:

> The person who does not keep up with society or keep in with society through continual education is in danger of becoming alienated from society today. Even though his intendions are good, he may lose the

TABLE 11

MOTIVATION RANKS OF CLUB MEMBERS WITH DIFFERING MARITAL STATUS (N = 727)

Motivation	Married Members (N = 658)			Widowed Members (N = 69)		
	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank
Intellectual growth	2.39	2	1.357	2.15	1	1.483
Homemaking competence	1.96	1	1.303	2.51	2	1.638
Improvement of society	3.13	3	1.374	3.16	3	1.535
Esteem	4.87	5	1.286	4.79	5	1.370
Sociability	4.10	4	1.236	4.08	4	1.424
Diversion	5.13	6	1.616	5.44	6	1.605
Social expectations	6.43	7	0.988	5.86	7	1.289

> ability to interact effectively with his social environment, and then gradually find that the bonds are lessening that keep him engaged in society.[1]

In spite of the fact that married women tended to attach less significance to the motivation for intellectual growth and more to homemaking competence than the widowed members, the high coefficient of correlation between the motivation rank orders for the two groups of members indicates no relationship between the club member's marital status and the relative importance she attached to motivations for attending educational club meetings. The rank-difference correlation of coefficient is .964, which is statistically significant at the .001 level.

The second demographic characteristic examined was employment status of club members. The total sample was divided into three groups for testing the correlation between employment status and motivations for attending club meetings: 614 members who were not gainfully employed outside their homes (called "members not employed"), 85 members employed part time, and 52 members employed full time. An examination of Table 12 reveals the only difference between the rank orders for the three groups of members is in importance assigned to the first two learning motivations. Members employed full time ranked intellectual growth in first place and homemaking competence in second place, while members employed part time and those not employed ranked the two motivations in reverse order. Full-time homemakers and those employed part time, by their very nature, appear to have more interest in home and family than those members who found that homemaking did not occupy

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[1] Robert J. Havighurst, "Changing Status and Roles During the Adult Life Cycle: Significance for Adult Education," Notes and Essays on Education for Adults, No. 41, ed. Hobert W. Burns (Chicago: Center for the Study of Liberal Education for Adults, 1964), p. 23.

TABLE 12

MOTIVATION RANKS OF CLUB MEMBERS WITH DIFFERING EMPLOYMENT STATUS (N = 751)

Motivation	Members not Employed (N = 614)			Members Employed Part Time (N = 85)			Members Employed Full Time (N = 52)		
	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank
Intellectual growth	2.41	2	1.420	2.19	2	1.091	2.09	1	1.259
Homemaking competence	2.05	1	1.380	1.91	1	1.156	2.15	2	1.457
Improvement of society	3.19	3	1.428	3.06	3	1.310	2.55	3	0.887
Esteem	4.79	5	1.331	5.12	5	1.231	4.73	5	1.157
Sociability	4.11	4	1.308	3.96	4	1.083	4.15	4	0.952
Diversion	5.10	6	1.643	5.33	6	1.575	5.75	6	1.012
Social expectations	6.35	7	1.069	6.44	7	0.854	6.58	7	0.782

their full attention and chose to spend some of their uncommitted time at full-time employment outside their homes.

As in the case of marital status, there is no empirical support for any significant correlation between employment status and motivation. A rank-difference correlation coefficient of .964 indicates no significant statistical difference between the rank orders of the motivations of the members employed full time, and of those employed part time, or not at all. There was a tendency for employed club members to differ from the other two groups in respect to motivations for intellectual growth and homemaking competence, but the distinction is not sufficient to declare that the rank orders differ for the three groups.

The next consideration was whether or not the size of community in which a person resides has a relationship to her motivations for attending home economics extension club meetings. The total sample of club members was classified into four groups according to the size of the community in which the member resided. Large city dwellers were defined as those living in cities of more than 10,000 population, small city dwellers as those living in cities of 2,501 to 10,000 population, rural non-farm residents as those living in places of 2,500 or less population but not on farms, and farm residents as those living on farms. Seventy-three members were classified as large city dwellers, 137 as small city dwellers, 205 as rural non-farm residents, and 336 as farm residents.

In general there is no evidence from data in Table 13 that a relationship exists between the size of community in which a club member resides and the rank of her motivations to attend educational club meetings. Regardless of where the home economics extension club member lived, she ranked pursuit of knowledge for improving homemaking competence first, for intellectual

TABLE 13

MOTIVATION RANKS OF CLUB MEMBERS CLASSIFIED ACCORDING TO SIZE OF THEIR COMMUNITIES (N = 751)

Motivation	Members Living on Farms (N = 336)			Members Living in Rural Nonfarm Areas (N = 205)			Members Living in Small Cities (N = 137)			Members Living in Large Cities (N = 73)		
	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank
Intellectual growth	2.41	2	1.348	2.33	2	1.407	2.39	2	1.427	2.16	2	1.349
Homemaking competence	2.00	1	1.330	2.10	1	1.444	1.99	1	1.257	2.15	1	1.462
Improvement of society	3.04	3	1.392	3.03	3	1.291	3.27	3	1.437	3.53	3	1.515
Esteem	4.88	5	1.308	4.90	5	1.265	4.68	5	1.347	4.63	5	1.374
Sociability	4.15	4	1.286	3.98	4	1.265	4.12	4	1.232	4.10	4	1.202
Diversion	5.15	6	1.589	5.22	6	1.578	5.25	6	1.702	5.02	6	1.613
Social expectations	6.37	7	1.052	6.44	7	0.843	6.29	7	1.147	6.40	7	1.170

growth second, and for improving society third. Havighurst suggests that the personality of a man, rather than the size of his community, determines the kind of life he lives and the same suggestion may be applicable to women as well. It is true that urban life offers more alternatives than rural life but it requires more choices as well. The modern city can mean opportunity for a fuller life or it can mean frustration for men and women living there. Havighurst continues:

> Some people when faced with complexity become frozen and rigid, losing some of the flexibility they would have in a simple situation where the possibilities before them are not so confusing. Some city dwellers live a narrower and more routinized life than people like them who dwell in the country, where a change in the weather means a change of activity, and the paucity of books and newspapers may make for more rather than less reading, and a walk along Main Street may bring one into conversation with more different kinds of people than one would converse with in a year in the city.[1]

Home economics extension club members, no matter where they lived, responded to opportunities for informal educational experiences in quite similar ways. There is no relationship between the size of the club member's community and the rank of her motivations for attending home economics extension club meetings.

The ages of club members were investigated next for a possible relationship to the club members' motivations for attending home economics extension club meetings. One hundred and thirty-six of the club members were under 36 years of age, 245 were between 36 and 50 years, 231 were between 51 and 65 years, and 102 were more than 65 years. Data for those groups are recorded in Table 14.

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[1] Robert J. Havighurst, "Social Rules of the Middle-Aged Person," Notes and Essays on Education of Adults, No. 4 (Chicago: Center for the Study of Liberal Education for Adults, 1953), p. 13.

TABLE 14

MOTIVATION RANKS OF CLUB MEMBERS CLASSIFIED ACCORDING TO AGE (N = 751)

Motivation	Members Under Thirty-six Years (N = 173)			Members Thirty-six to Fifty Years (N = 245)			Members Fifty-one to Sixty-five Years (N = 231)			Members Over Sixty-five Years (N = 102)		
	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank
Intellectual growth	2.60	2	1.228	2.29	2	1.208	2.13	1	1.370	2.62	1	1.855
Homemaking competence	1.73	1	1.135	1.67	1	1.118	2.34	2	1.364	2.77	2	1.749
Improvement of society	3.18	3	1.341	3.03	3	1.216	3.10	3	1.467	3.35	3	1.669
Esteem	5.21	6	1.175	4.90	5	1.171	4.70	5	1.384	4.28	5	1.462
Sociability	4.14	4	1.201	4.26	4	1.038	4.04	4	1.331	3.75	4	1.596
Diversion	4.42	5	1.756	5.31	6	1.401	5.51	6	1.509	5.37	6	1.642
Social expectations	6.71	7	0.650	6.54	7	0.896	6.18	7	1.099	5.85	7	1.356

In general, there tends to be a relationship between a club member's age and her motivation to attend educational club meetings. Specifically, members under fifty-one years of age attached more importance to the motivation for improving homemaking competence and less to the motivation for intellectual growth than did homemakers who were older. In addition, members under thirty-six assigned greater importance to pursuit of diversion as a motivation for attending informal educational club meetings and less importance to pursuit of esteem than did those over thirty-six. It is reasonable that young homemakers would view club meetings more as avenues for escaping the repetitiveness of everyday experiences and the demands of caring for small children than would older members.

Although the differences in individual motivations for the four age-groups are perceptible, in general the rank orders of the motivations are the same. Every group attached most importance to the learning motivations and least importance to the other four motivations for attending club meetings. The rank-difference correlation coefficient is .929 for the motivations of the youngest group and for the two older groups, and .964 for the motivations of every other group. The first correlation is statistically significant at the .01 level and the second one at the .001 level of confidence. There is no evidence of a relationship between the age of a club member and the rank order of her motivations to attend home economics extension club meetings.

The question of a correlation between amount of schooling that club members have acquired and their motivations for attending home economics extension club meetings was studied next. The investigation was made with 112 women with eight years or less of elementary school education, 376 members with four years or less of high school education, 100 members with trade school education, including nursing education, and 163 members with five years or less of college education. Data relevant to this question are to be found in Table 15.

One obvious difference among the four groups being studied is the higher rank given by members with college education than by members with less education to pursuit of diversion and the lower rank given by the college women to pursuit of esteem. Apparently the college woman viewed educational activities as an opportunity for satisfying the need for entertainment or diversion to a greater extent than did other women. That non-college women tended to rank pursuit of esteem higher than college women ranked it may be due to the prestige factor attached to education. In spite of the one difference in rank order of motivations for club members in this classification, following the same line of argument used in the four previous questions, it must be concluded that there is no significant relationship between the amount of schooling that a club member has accumulated and the rank order of her motivations to attend home economics extension club meetings. The rank orders of the four groups are in general agreement. The rank-difference correlation coefficient for the members with college education and the other groups is .964 and the correlation coefficient for all other groups is 1.000.

The next question was whether or not length of club membership has a relationship to the rank order of the member's motivations for attending home economics extension club meetings.

The members whose motivation ranks were examined in connection with this question were separated into four groups: 133 women with less than two years of membership, 306 with two to ten years, 196 with eleven to twenty years, and 116 with more than twenty years. Though some of the women had been members for forty years, the delineation of the fourth group at the

TABLE 15

MOTIVATION RANKS OF CLUB MEMBERS CLASSIFIED ACCORDING TO YEARS OF SCHOOLING (N = 751)

Motivation	Members with Elementary School Education (N = 112)			Members with High School Education (N = 376)			Members with Trade School Education (N = 100)			Members with College Education (N = 163)		
	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank
Intellectual growth	2.86	2	1.713	2.37	2	1.377	2.06	2	1.034	2.18	2	1.217
Homemaking competence	2.24	1	1.525	2.00	1	1.357	1.81	1	1.096	2.12	1	1.385
Improvement of society	3.19	3	1.551	3.09	3	1.371	3.26	3	1.332	3.12	3	1.369
Esteem	4.33	5	1.565	4.84	5	1.254	4.77	5	1.274	5.17	6	1.165
Sociability	4.19	4	1.545	4.15	4	1.200	4.12	4	1.243	3.88	4	1.186
Diversion	5.40	6	1.587	5.12	6	1.660	5.38	6	1.351	5.01	5	1.627
Social expectations	5.80	7	1.498	6.43	7	0.962	6.59	7	0.679	6.52	7	0.814

twenty-year membership mark seemed logical from the standpoint of likelihood that those women would continue their membership indefinitely.

A conclusion drawn from Table 16 is that the motivation rank orders for the four groups is the same, with two exceptions; one exception is that women with the longest tenure of membership ranked pursuit of knowledge for intellectual growth in first place and pursuit of knowledge for improving homemaking competence in second place, whereas every other group of members reversed the order of those two motivations for attending home economics extension club meetings. The explanation for the discrepancy between the rank orders is the same as that for members grouped by ages. Any member who has belonged to an organization of adults for more than twenty years is quite likely to be past the stage where learning to manage a home and to rear children is her basic concern. She is more interested in the intellectual aspects of the program. When it was suggested to a professor at New York University that adults came to school out of loneliness and frustration, he demurred, "They're not lonely hearts but lonely minds; and if lonely minds seek companionship, then that is a healthy and life-asserting activity."[1]

The second exception to perfect agreement among the motivation rank orders of the women with different tenures of membership is that members of less than two years attached more significance to pursuit of diversion and less to pursuit of esteem than did any other group. Since tenure of membership is age-related, the explanation for this difference is the same as the one given for the fact that younger women ranked pursuit of diversion and pursuit of esteem in this same order and that women over thirty-five ranked

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[1] Milton Stern, "Neanderthal Spaceman," Essays and Notes on Education for Adults, No. 44 (Brookline, Massachusetts: Boston University Press, 1964), p. 22.

TABLE 16

MOTIVATION RANKS OF CLUB MEMBERS CLASSIFIED ACCORDING TO YEARS OF MEMBERSHIP (N = 751)

Motivation	Members for Less Than Two Years (N = 133)			Members for Two to Ten Years (N = 306)			Members for Eleven to Twenty Years (N = 196)			Members for More Than Twenty Years (N = 116)		
	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank
Intellectual growth	2.52	2	1.425	2.41	2	1.347	2.37	2	1.494	2.03	1	1.144
Homemaking competence	1.94	1	1.218	2.00	1	1.400	2.12	1	1.452	2.12	2	1.255
Improvement of society	3.42	3	1.394	3.14	3	1.399	2.99	3	1.452	3.03	3	1.392
Esteem	5.16	6	1.363	4.75	5	1.287	4.80	5	1.284	4.69	5	1.318
Sociability	3.80	4	1.292	4.17	4	1.295	4.14	4	1.213	4.18	4	1.189
Diversion	4.61	5	1.727	5.15	6	1.632	5.29	6	1.555	5.67	6	1.274
Social expectations	6.56	7	0.789	6.38	7	1.062	6.29	7	1.081	6.29	7	1.074

esteem ahead of diversion. More women who have been members for less than two years probably have small children than do women who have been members for longer periods, and the club meeting offers them opportunities to enjoy some time away from the care of youngsters.

In light of the fact that no rank-difference correlation coefficient for the four tenure-of-membership groups is less than .964, there is no significant difference between the rank orders of the various groups and, therefore, no relationship between tenure of club membership and rank order of the motivations.

The relationship between the number of a member's children and the rank order of her motivations for attending home economics extension club meetings was investigated next. In Table 17 the data are recorded for 87 members with no children, 120 members with one child, 171 members with three children, and 69 members with five or more children. Two differences in rank order are discernible. Members with no children assigned greater importance to the motivation for intellectual growth and less importance to improving homemaking competence than did the members of any group with children. Also, members with five or more children assigned greater importance to pursuit of diversion and less to pursuit of esteem than did members of any of the groups with fewer children. That women without children should be less interested in homemaking competence is logical, as is the fact that women with more than five children should be more interested in diversion.

The rank-difference correlation coefficient between none of the groups falls lower than .929, indicating that there is no relationship between the number of children a member has acquired and the rank order of her motivations to attend home economics extension club meetings.

TABLE 17

MOTIVATION RANKS OF CLUB MEMBERS CLASSIFIED ACCORDING TO NUMBER OF THEIR CHILDREN (N = 751)

Motivation	Members with No Children (N = 87)			Members with One Child (N = 120)			Members with Three Children (N = 171)			Members with Five or More Children (N = 69)		
	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank
Intellectual growth	1.98	1	1.247	2.47	2	1.478	2.33	2	1.304	2.51	2	1.651
Homemaking competence	2.82	2	1.630	1.99	1	1.289	1.87	1	1.172	2.10	1	1.403
Improvement of society	3.10	3	1.517	3.20	3	1.382	3.21	3	1.415	3.15	3	1.511
Esteem	4.45	5	1.422	4.95	5	1.400	4.85	5	1.239	4.89	6	1.283
Sociability	3.89	4	1.478	3.96	4	1.348	4.08	4	1.230	4.17	4	1.297
Diversion	5.48	6	1.501	5.14	6	1.609	5.13	6	1.608	4.70	5	1.661
Social expectations	6.28	7	0.939	6.29	7	1.082	6.54	7	0.777	6.48	7	0.885

One further question was the correlation between the age of a club member's children and the rank order of her motivations for attending home economics extension club meetings. Data may be found in Table 18 for the members classified into groups according to the age of their youngest child. There are 175 members with children of preschool age, 135 with children of elementary school age, 76 with children of high school age, and 278 with children out of school, including those who are married, working, in college, and in the armed services. The eighty-seven women who had no children were excluded from this portion of the study because they have already been considered in the discussion of a member's motivation rank order in relation to the number of children she has.

A study of Table 18 reveals the same pattern of motivation ranks that was generated for other age-related groups. Members with preschool children ranked pursuit of diversion higher than pursuit of esteem, while members with older children reversed the order. All groups with children, however, ranked homemaking competence ahead of intellectual growth as motivations for attending home economics extension club meetings.

Even though there may be subtle differences among the rank orders of motivations, as in the previous seven investigations of demographic variables, there is no evidence of a significant relationship between the age of a member's children and the rank order of her motivations to attend home economics extension club meetings. The rank-difference correlation coefficients do not fall below .964 for any pair of groups.

The ninth and final variable to be investigated was the number of organizations to which a member belongs. Organizations were defined as those that have officers, membership dues, regular meetings, and regular programs. Such organizations as bowling clubs, bridge clubs, garden clubs, book review

TABLE 18

MOTIVATION RANKS OF CLUB MEMBERS CLASSIFIED ACCORDING TO AGE OF YOUNGEST CHILD (N = 664)

Motivation	Members with Preschool Children (N = 175)			Members with Elementary School Children (N = 135)			Members with High School Children (N = 76)			Members with Children Out of School (N = 278)		
	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank
Intellectual growth	2.64	2	1.269	2.30	2	1.158	2.14	2	1.041	2.39	2	1.611
Homemaking competence	1.63	1	1.049	1.60	1	1.015	1.70	1	0.970	2.36	1	1.491
Improvement of society	3.32	3	1.352	2.95	3	1.190	2.97	3	1.183	3.15	3	1.509
Esteem	5.22	6	1.125	4.83	5	1.093	4.72	5	1.193	4.72	5	1.454
Sociability	4.13	4	1.213	4.33	4	0.994	4.32	4	0.975	3.96	4	1.379
Diversion	4.37	5	1.739	5.35	6	1.406	5.59	6	1.396	5.38	6	1.540
Social expectations	6.68	7	0.815	6.63	7	0.708	6.56	7	0.693	6.04	7	1.261

clubs, and church study groups, but not church congregations, were included. Data for 98 members of no organization except the home economics extension club, 186 members of one organization in addition to the home economics extension club, 128 members of three other organizations, and 86 members of five or more other organizations are recorded in Table 19. The only difference was that members of five or more other organizations ranked pursuit of knowledge for intellectual growth at first place and pursuit of knowledge for improving homemaking competence at second place, while the other groups ranked those two motivations in reverse order.

As in previous questions about demographic characteristics, the difference between the rank orders is so slight that it cannot be said that there is a relationship between the number of organizations to which a member belongs and the rank order of her motivations to attend home economics extension club meetings.

Additional Finding

As the data were being analyzed, the question suggested itself whether or not the professional staff members were agreed among themselves upon the objectives for the club program. The likelihood that they did agree was not the subject of an hypothesis proposed for the study. Nevertheless, it seemed profitable to make the analysis and report the result as an additional finding.

If the finding showed marked disagreement among the staff, it might be helpful to study further the forces that contributed to those differences. It might be helpful to consider, too, whether or not the disagreement was desirable.

TABLE 19

MOTIVATION RANKS OF CLUB MEMBERS CLASSIFIED ACCORDING TO NUMBER OF ORGANIZATIONS TO WHICH THEY BELONG (N = 751)

Motivation	Members of No Other Organization (N = 98)			Members of One Other Organization (N = 186)			Members of Three Other Organizations (N = 128)			Members of Five or More Other Organizations (N = 86)		
	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank	Mean Rank	Rank of Mean Rank	Standard Deviation of the Mean Rank
Intellectual growth	2.58	2	1.611	2.45	2	1.348	2.36	2	1.375	2.19	1	1.286
Homemaking competence	2.12	1	1.417	1.97	1	1.397	1.97	1	1.211	2.25	2	1.461
Improvement of society	3.12	3	1.310	3.16	3	1.377	2.99	3	1.374	3.08	3	1.384
Esteem	4.71	5	1.447	4.83	5	1.349	4.89	5	1.243	4.83	5	1.195
Sociability	4.14	4	1.278	4.19	4	1.219	4.18	4	1.352	3.77	4	1.285
Diversion	4.87	6	1.730	5.03	6	1.736	5.32	6	1.444	5.45	6	1.481
Social expectations	6.46	7	1.020	6.37	7	1.067	6.30	7	1.121	6.44	7	0.873

The problem was approached by analyzing the frequency distribution of ranks given to the seven objectives by the extension home economists as shown in Table 6. The fact that 100 per cent of the staff members ranked the three educative motivations as the most important ones has already been considered in the discussion of Hypothesis III, but the fact that the staff members were fairly evenly divided on the importance of pursuit of intellectual growth, pursuit of knowledge for improving homemaking competence, and pursuit of knowledge for improving society has not yet been completely covered. The evidence is that about 38 per cent of the staff gave first place to intellectual growth, about 22 per cent ranked homemaking competence in first place, and about 40 per cent ranked improvement of society in first place. The point of greatest agreement among the staff members was that homemaking competence should occupy the third place position among the objectives. About 49 per cent of the staff members ranked homemaking competence in that position.

Recapitulation of the Findings

In summary, Hypothesis I was sustained. Women who attend home economics extension club meetings differ from each other in their motivations for attending. Hypothesis II, for practical purposes, was sustained. Home economics extension club members rank the motivations for attending home economics extension club meetings in the following order: (1) pursuit of knowledge for improving homemaking competence, (2) pursuit of knowledge for individual intellectual growth, (3) pursuit of knowledge for improving society, (4) pursuit of sociability, (5) pursuit of esteem, (6) pursuit of diversion, and (7) fulfillment of social expectations. Hypothesis III was sustained, also. The rank order of the objectives of county extension home economists for the home economics extension club program is (1) pursuit of knowledge by club members for individual general intellectual growth, (2) pursuit of knowledge by club members for improving society, (3) pursuit of knowledge by club members for improving homemaking competence, (4) pursuit of sociability, (5) pursuit of esteem, (6) pursuit of diversion, and (7) fulfillment of social expectations.

To continue the recapitulation, Hypothesis IV was not supported by the investigation. There was no evidence that the rank order of county extension home economists' objectives for the home economics extension club programs differed statistically from the rank order of motivations of club members for attending club meetings. Hypothesis V was not supported by the investigation. The findings do not indicate that the motivation rank order of the most satisfied club members and the objective rank order of the county extension home economists were in greater agreement than were the motivation rank orders of the least satisfied and the most satisfied club members. Likewise, Hypothesis VI was not supported. There was no evidence that women who belonged to home economics extension clubs organized for less than twenty years differed in their motivations for attending the club meetings from women who belonged to home economics extension clubs organized for more than twenty years.

The final problem was a consideration of whether or not there was a relationship between selected demographic characteristics of club members and the rank order of their motivations to participate in educational activities of home economics extension clubs. The findings were that there were no statistically significant relationships between the rank order of the selected motivations of this study and marital status, employment status, size of community, age, amount of schooling, number of children, age of children, length of club membership, or number of organizations to which the member belongs.

One additional finding not anticipated by the study was reported. The finding was that county extension home economists disagreed among themselves about the major objective for the club program. They agreed that the objective of the program was education, but they disagreed upon the relative importance of intellectual growth, learning to improve homemaking competence, and learning to improve society.

CHAPTER V

SUMMARY AND CONCLUSIONS

Introduction

To bring into focus the aim and the outcome of this inquiry, the first section of Chapter V presents in condensed form the problem investigated and the essential features of the research design. In the second section is a report of the findings resulting from the test of each hypothesis. The following section is devoted to the limitations of the study, and the three sections following that present conclusions, implications of the findings, and suggestions for additional research as suggested by the design of this study and by the findings.

Summary

The study grew out of an interest in the standing of voluntary clubs as vehicles of education. Analysis of the literature on biological, psychological, and sociological influences upon adults to join small groups for educational purposes provided a construct for the study and a rationale for the theoretical and practical framework of the study.

The investigation was designed to discover whether the desire to continue their education or some other motivation is the compelling force for adults to attend educational club meetings. Both friendly and hostile critics have suggested that adults are attracted more by non-educative than by educative functions of the club program.

The ranking device for testing the hypotheses included five statements for each of seven motivations. Each club member was asked to rank the statements from first to last on a seven-point scale to indicate the relative importance of thirty-five selected reasons for attending educational club meetings. Each point on the scale was weighted according to its importance, and composite scores for the individual statements and the motivations were computed to determine the mean rank and the rank order of the motivations. The Spearman rank-difference correlation technique was used to determine whether or not the rank orders were the same as hypothesized. Adaptations of the ranking device were used to test the professional staff members' objectives for the program.

Subjects for the study were home economics extension club members and county extension home economists in Illinois. Home economics extension club members were selected because the object of the clubs as stated in constitutions of county associations of home economics extension clubs in Illinois is "education." Members of home economics extension clubs were selected for a practical reason, too; the leaders for those clubs agreed to cooperate in the study. The sample was confined to women because their motivation patterns may differ from those of men.

The data were collected by the author from the county extension home economists at five district conferences for county extension staff members. At those conferences, also, the home economists were taught to administer the instrument for the study to members of clubs in their individual counties. Accordingly, each of seventy-six selected county extension home economists collected the data at a regular monthly club meeting and mailed them to the author.

Findings of the Investigation

In this section the hypotheses will be presented in sequence with a summary of the relevant findings following each hypothesis.

The first hypothesis was that women who attend home economics extension club meetings differ from each other in their motivations for attending. When attention was focused upon the broad range of individual differences that characterized the women, rather than upon the central tendencies, it was evident from the frequency distribution that women differ from each other in their motivations for attending club meetings. The hypothesis is sustained.

The second hypothesis is that the rank order of home economics extension club members' motivations for attending educational club meetings is the following: (1) pursuit of knowledge for individual general intellectual growth, (2) pursuit of knowledge for improving homemaking competence, (3) pursuit of sociability, (4) pursuit of esteem, (5) pursuit of diversion, (6) pursuit of knowledge for improving society, and (7) fulfillment of social expectations. For the hypothesis to be accepted at the .05 level of confidence, the rank-difference correlation coefficient for the hypothesized and the actual rank orders must be .754 or greater. The coefficient was .750, and consequently, by strict statistical requirements the hypothesis is not supported.

The third hypothesis is that the rank order of the county extension home economists' objectives for the home economics extension club program is: (1) pursuit of knowledge by club members for individual general intellectual growth, (2) pursuit of knowledge by club members for improving homemaking competence, (3) pursuit of knowledge by club members for improving society, (4) pursuit of esteem by club members, (5) pursuit of sociability by club members, (6) pursuit of diversion by club members, and (7) fulfillment of social expectstions by club members. Though the rank order of the staff members' objectives was not exactly as hypothesized, the rank-difference correlation coefficient for the two rank orders was statistically significant at the .01 level of confidence. The hypothesis is sustained.

The fourth hypothesis is that the rank order of the objectives of county extension home economists for the educational programs of home economics extension clubs differs from the rank order of motivations of home economics extension club members for attending club meetings. Although the rank order for the first three objectives of the home economicsts varied somewhat from the rank order of the motivations of the club members, the rank-difference correlation coefficient for the two rank orders was significant at the .01 confidence level. The hypothesis is rejected.

The fifth hypothesis is that the rank order of the objectives of the county extension home economists and the rank order of the motivations of the most highly satisfied home economics extension club members are in greater agreement than are the rank orders of the motivations of the least satisfied and of the most satisfied club members. The evidence is that the rank-difference correlation coefficients of motivations of the most highly satisfied members and the least satisfied, and the rank-difference correlation coefficient of motivations of either group of club members and objectives of county extension home economists are statistically significant at the .02 confidence level. Therefore, the hypothesis is not supported.

The sixth hypothesis is that women who attend meetings of home economics extension clubs organized for less than twenty years differ in the rank order of their motivations for attending club meetings from women who attend meetings of home economics extension clubs organized for more than twenty years. The rank-difference correlation coefficient for the motivation rank orders of the two groups of members is 1.000. Therefore, the hypothesis is rejected.

The last problem to be considered is whether or not there is any relationship between the club members' rank order of motivations for attending home economics extension club meetings and their marital status, employment status, size of community in which they live, age, amount of schooling, length of club membership, number of children, age of children, or number of organizations to which they belong. The finding was that though there tended to be relationships between the motivation rank orders and every demographic variable except size of community, there were no statistically significant differences among the rank orders of motivations for any classification of club members.

Limitations of the Study

Before conclusions are drawn from the findings, it seems appropriate to consider the limitations of the study. Accordingly, they are listed below.

The first limitation is in the sensitivity of the instrument. By the use of composite scores for each motivation, rather than rank order, it might have been possible to detect subtle relationships that were not evident in this study. Intensity of motivation can not be indicated as accurately on an ordinal scale as on a cardinal one.

The second limitation is that the adapted Q-sort may have forced the women to choose unrealistically among several equally important reasons for attending home economics extension club meetings. Comments from the women indicated that they might have been able to express their feelings more accurately by ranking more than five reasons at some points on the scale and less than five reasons at other points, if they had not been forced to rank exactly five reasons at each point on the seven-point scale.

The third limitation of the study relates to the instrument, also. There is some uncertainty about the arbitrary categories of exactly seven motivations for attending home economics extension club meetings. There may be more than or fewer than seven.

The fourth limitation of the study is in the applicability of the findings. Geographic restriction of the sample to club members and staff members from Illinois limits the conclusions to Illinois and similar states.

The fifth limitation is that individual county extension home economists were not identified. As a result, there was no way of correlating the rank order of motivations of the most satisfied and of the least satisfied club members with the rank order of objectives of their individual county extension home economists.

The sixth limitation concerns the motivations of members of home economics extension clubs organized for more than twenty years and of clubs organized for less than twenty years. If the tenure of the women's memberships had been held constant, more striking differences between the members of the newer clubs and the older clubs might have been discernible.

Conclusions from the Study

A discussion of the meaning of the findings and a consideration of the limitations led to the statement in this section of several conclusions.

Differences among club members

The fact that home economics extension club members differed from each other in their motivations for attending home economics extension club meetings may seem to contradict the finding that home economics extension club members were more homogeneous than heterogeneous in their motivations. Actually, the women differed from each other in their primary motivations for attending club meetings but not systematically according to the demographic variables considered in this investigation. The variance in responses from club members applied equally to all groups in the study, no matter what demographic variables were used to classify the sample. If older members varied, the variance within the older group apparently was nearly as great as the variance among the groups of women of different ages. The leading motivation for most club members was pursuit of knowledge for improving homemaking competence and the least important motivation was fulfillment of social expectations, but each of the seven motivations was the top-ranking one for some member.

Motivations of club members

Although the validity of Hypothesis II could not be established statistically, it is worth pointing out that pursuit of knowledge for improving homemaking competence ranked first, pursuit of knowledge for general intellectual growth ranked second, pursuit of knowledge for improving society ranked third, and pursuit of sociability ranked fourth. An examination of the frequency distribution reveals that about one-half of the club members were primarily interested in learning to improve their homemaking competence, about one-third were interested in general intellectual growth, about one-tenth in learning to improve society, about one-twentieth in sociability, and the remainder were most interested in various of the other three motivations. The findings agree with Kathryn Van Aken Burns, eminent extension home economist emerita, in her conclusion that women belong to home economics extension clubs for two reasons: they want to be informed, intelligent homemakers, and they want to belong to a group that has a teacher.[1] One conclusion is that the overriding motivation for women to attend home economics extension club meetings is to learn to improve their homemaking competence. The second conclusion is that the pursuit of intellectual growth is an important motivation for women to attend.

Persons of considerable influence, such as Marchia Meeker and Ernest Hill, have suggested that educational clubs attract adults primarily because of the sociability the club meetings afford. There is evidence from this study that sociability is not the compelling force for women to attend home economics extension club meetings. However, since sociability ranked midway between the top and bottom of the hierarchy of motivations, it is safe to conclude that sociability is a relatively important motivation.

Two other conclusions about motivations are that pursuit of knowledge for improving society is an important motivation for members to attend home economics extension club meetings, and that social pressure is the least important of the selected motivations for women to attend.

Objectives of county extension home economists

The conclusion from findings for Hypothesis III is that county extension home economists consider the educative functions of the home economics extension club to be most important. Specifically, the home economists considered intellectual growth of the club members as the most important objective, knowledge for improving society next in importance, and knowledge for improving homemaking competence third.

Corollary to the hypothesis about objectives of the staff is the question of agreement among the home economists about objectives for the club program.

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[1] Conference with Kathryn Van Aken Burns, former State Leader of Home Economics Extension in Illinois, on November 29, 1963, in Urbana, Illinois.

There was agreement that the objectives should be educative, but the staff was fairly evenly divided on the educative objectives it ranked at first place. About two-fifths of the home economists gave top priority to pursuit of knowledge for improvement of society, an equal number gave first place to pursuit of intellectual growth, and one-fifth ranked pursuit of knowledge for improving homemaking competence at first place. The conclusion is that county extension home economists do not agree among themselves upon the relative importance that objectives for intellectual growth, learning to improve homemaking competence, and learning to improve society should occupy in the club program.

Differences between objectives of county extension home economists and motivations of club members

County extension home economists and home economics extension club members were in general agreement that the major function of the club program was education, but they disagreed on the relative importance of specific educational functions, i.e., the home economists ranked intellectual growth first, learning to improve society second, and learning to improve homemaking competence third, while club members ranked learning to improve homemaking competence first, intellectual growth second, and learning to improve society third. The fact that extension home economists assigned prime importance to the intellectual aspects of the club program and that homemakers assigned greatest importance to the practical aspects probably is as it should be. The priority given by the professional person to the intellectual growth of homemakers is congruent with her job as educator; the high place given by the homemaker to the motivation to learn to improve her homemaking competence at club meetings designed for that purpose seems reasonable. The extension home economist, in her persistent emphasis upon the intellectual aspects, influences some of the women to develop general intellectual interests, and she meets the needs of the minority group already interested in the intellectual phases of the program. The pragmatic interests of the homemakers, on the other hand, serve as reminders to the professional person of the purpose for which the program was designed and advertised.

Influence of satisfaction with the club program upon rank of motivations

Statistically there are no differences among the rank order of objectives of county extension home economists and the rank orders of motivations of the most satisfied and the least satisfied club members to attend home economics extension club meetings. However, there tends to be more agreement between the rank orders of motivations of the two groups of club members than between the rank order of motivations of either group and the rank order of objectives of the county extension home economists.

Cprollary to the conclusion just drawn about satisfied and dissatisfied club members is the conclusion that satisfied members did not get their satisfaction from a passive kind of participation; they reported that they enjoyed very much the activities that required physical and mental exertion and the carrying through of certain duties and responsibilities. There are no data to describe the reasons for dissatisfaction from the group of club members who registered some dissatisfaction with the lectures, discussions, demonstrations, laboratory sessions, social hours, recreation, with being officers, being leader-teachers, or having the club meetings in their homes periodically. It is known, however, that the satisfied members reported enjoying very much all those activities that were available to them.

Age of club as a differentiating factor

There is no difference between rank orders of motivations of members of home economics extension clubs organized twenty or more years and of members of clubs organized less than twenty years. Both attached greatest importance to learning to improve homemaking competence, next greatest importance to intellectual growth, next greatest importance to learning to improve society, and next greatest importance to sociability. It may be that age of club members and number of years they have been together as a club are more important factors than age of the club in differentiating motivations of club members.

Demographic characteristics of club members as differentiating factors

Though the investigation indicated that there was no statistically significant relationship between home economics extension club members' motivations for attending club meetings and selected demographic characteristics, there tended to be a relationship for every variable except size of community in which the club member resided. A more sensitive instrument may have detected some subtle differences. Nevertheless, women attracted to home economics extension clubs tend to be homogeneous in their motivations for attending club meetings. The conclusion that young club members and older ones, those with much schooling and those with less schooling, those who reside on farms and those who live in cities have the same general interest in club meetings indicates that through the years the association has established its audience in this respect.

Implications of the Study

Theoretical knowledge

The finding that great importance is attached by home economics extension club members to motivations for learning would seem to permit some interpretations that apply to theoretical knowledge. The implications are listed below and numbered in sequential order.

1. The conclusions suggest that the motivations of an adult, rather than the opportunities open to him for an active intellectual life, determine his intellectual interests. The finding that the size of community in which a person lives, and consequently the number of cultural and intellectual opportunitites available to him, has little relationship to his motivations for attending educational club meetings tends to belie the importance of immediate environment as an influencing factor for adults already motivated to learn. Furthermore, the finding that other demographic variables, such as age, marital status, employment status, educational level, number of children, age of children, and number of organizations to which women belong, have shown very little effect upon the rank order of their motivations to participate in informal educational activities, serves to support the notion that motivation is more important than physical factors for adults engaged in educational pursuits. The desire to learn is a powerful motive for some adults.

2. The second application of findings to theoretical knowledge relates to older people. Irma Halfter has suggested an intriguing theory about the presence of intellectual factors in older persons. In her study of the academic achievement of older college women she found that the performance in college courses of women over forty years of age was superior to that of women eighteen to twenty-five years of age. Halfter theorized that there may be some

intellectual factor that maintains itself or improves with the passing of time for some people.[1] The major interest of older women in this study in intellectual growth supports the theory that there is an intellectual factor in some persons that persists or becomes stronger as the persons grow older.

Continuing education

This study may have implications for adult education in respect to programming, individual differences among students, compelling interests of students, and philosophy of educators. The implications for continuing education are listed below and numbered as in the case of implications for theoretical knowledge.

1. Individual differences among women in regard to their prime motivations to attend home economics extension club meetings suggest that administrators and teachers of educational programs for adults ought to recognize that within any one class there are likely to be students with needs for intellectual growth, some with needs for learning vocational competence, others with needs for learning how to apply the information to the general improvement of society, and still others with needs for sociability. The challenge to the administrators and teachers is to meet the needs of all students in a class with one course outline.

2. Another challenge to adult educators is to devise ways to make education for adults a highly acceptable activity in the general society. Since social pressure is greatest in those areas of conduct where high values are involved and wide conformity is attained, removal of negative pressure for

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[1] Irma Halfter, "The Comparative Academic Achievement of Women Forty Years of Age and Over and Women Eighteen to Twenty-five Years of Age" (unpublished Ph.D. dissertation, Department of Education, The University of Chicago, 1961), p. 210.

continuing education would be the first step to encouraging participation. In spite of the fact that faith in education is a deeply ingrained value in the American culture, the social value of education for adults remains fairly low on the value scale of most people. Though John W. C. Johnstone reported that one adult in five in the United States participated in some form of organized education between June 1, 1961 and June 1, 1962,[1] in many communities adult education is not a wholly acceptable leisure-time activity.

3. Sociability is not the most important function of informal educational programs, but it is important. The fact that it ranked midway between the top and bottom of the hierarchy of motivations selected for this study indicates that it is a relatively important ingredient of the club program. Daniel Solomon found that there was no relationship between the instructor's friendliness and the student's learning or comprehension, but that adults like the friendly affiliative teaching style.[2] Joseph Veroff, J. W. Atkinson, Sheila C. Feld, and Gerald Gurin reported that the affiliative motive tends to increase with age for men.[3] Though there was no indication from this study that warmth and friendliness were any more important for older members than for younger ones, this is not to deny that sociability is important to them. Data support the notion that sociability is valued by the club members. Adult educators would do well to provide warm, friendly atmospheres for their classes.

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[1] John W. C. Johnstone, Volunteers for Learning (National Opinion Research Center, The University of Chicago, Report No. 89; Chicago: NORC/The University of Chicago, February, 1963), p. 25.

[2] Daniel Solomon, Teaching Styles and Learning (Chicago: Center for Study of Liberal Education for Adults, 1963), p. 63.

[3] Joseph Veroff, J. W. Atkinson, Sheila C. Feld, and Gerald Gurin, "The Use of Thematic Apperception to Assess Motivation in a Nationwide Interview Study," Psychological Monographs, LXXIV (1960), 12.

4. General agreement of professional staff members and students about the major objectives of an educational program but disagreement about the relative importance of those major objectives indicate that there is always some pressure for leaders to respond to the wishes and expectations of the group. Feedback from students is desirable, of course. An educational administrator must be aware of the needs of his students and must respond to them, but there are certain values for his program that the administrator must be willing to put ahead of immediate popularity or even survival. If he values the general improvement of society most highly, for instance, he will continue to emphasize that objective, hoping to have a positive influence upon society eventually.

5. Disagreement among teachers about the relative importance of individual objectives for a course may indicate that an administrator needs to consider whether the disagreement is due to an administrative failure to clarify the purposes of the institution or to philosophical differences among the teachers. Factors that influence the teachers' differences in objectives would be useful to explore. There is a sociological theory that leaders of small groups tend to direct the groups' activities along lines in which the leaders themselves are most proficient.[1] A teacher's objectives probably are influenced by his own interests and abilities.

Home economics extension clubs

Implications for home economics extension clubs in regard to programming, interests of club members, characteristics of clubs, and philosophy of professional staff members are given below. The implications are numbered in sequence for ease of reading.

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[1] Berelson, op. cit., p. 343.

1. Administrators for home economics extension clubs could be more daring in their programs by broadening the subject matter coverage to include more psychology, sociology, economics, political science, history, literature, drama, music, art, chemistry, and physics. The fact that about one-third of the members are primarily interested in the general intellectual phase of the program and that one-tenth are interested in learning how to improve the community indicates that home economics extension club members may be interested in a broader range of subjects than home economics can provide. An expansion of the curriculum and of the number of specialists seems possible. The club setting has proven to be effective for education of adults in home economics. An expansion of the program to include more liberal arts subjects may be desirable. Persuading adults that they can afford the cost of such an educational service probably would be the greatest problem.

2. The 10 per cent of home economics extension club members who are primarily interested in learning to improve society constitute a huge reserve of potential leadership. Women with backgrounds in home economics extension work could provide the nonprofessional teaching effort needed for homemaking programs in many communities. The power of those club members to teach less advantaged homemakers such homemaking skills as how to feed and care for their families could be great, if it were harnessed for that purpose. Such community leaders have already been successful in using that power in fruitful ways. Others have underestimated the amount of interest that exists, which is higher than was predicted in this study.

3. The finding that home economics extension club members with some college education tended to assign greater importance to diversion as a motive for attending club meetings than did any other group of members indicates that as the educational level rises, educational club meetings may become more

popular as leisure-time activities. Today neither diversion, nor esteem, nor social expectation, each a powerful, positive, and socially acceptable human motivation, is satisfied to a great extent by the home economics extension club. Consequently, they must be satisfied by other activities.

4. The general agreement between objectives of professional staff and motivations of club members brings up the question of whether the community of interests is verbalized by the extension home economists and parrotted back by the women at program planning time, or the professional staff listens and observes the women for cues to unexpressed and unrecognized needs. Cyril Houle has suggested in The Inquiring Mind that

> . . . Sometimes it almost seems that we who try to educate adults or analyze popular culture have . . . been guiding our courses of action chiefly by what comes back to us as echoes from what we ourselves say. . . . We note a new fact, we make a judgment, we voice it, and then we respond to the echoes of it. Our response is conditioned by the quality of the sound which returns.[1]

Program leaders need to make sure that they can put together the new and different signals for program needs that come to them from various sources and that they can arrive at fresh and stimulating programs that fit the current needs. Program leaders need to be able to anticipate some of the interests of the women even before the women themselves know they have the interests.

Suggestions for Additional Research

The review of limitations of the study suggests additional research that is needed. The suggestions are listed below and numbered in sequential order.

1. An attempt to confirm the validity of the seven categories of motivations used for this study could be approached by factor analysis. In

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[1] Houle, op. cit., p. 32.

such an approach each club member would sort and weight the thirty-five reasons for attending home economics extension club meetings, her sort would be correlated with every other club member's sort, and from those correlations factors would be extracted by factor analysis. Statements that clustered together would be studied and described for what motivations they appeared to represent.

2. A second approach to the confirmation of the seven motivations would be to establish a scale for each motivation on the principle of Likert's Attitude Scale or Guttman's Attitude Scale. The Likert scale construction procedure involves the following steps: (1) the collection of a large number of statements considered by the experimenter as relating to a specific motivation for attending home economics extension club meetings; (2) the applying of these statements to a group of club members who indicate their reaction of "very important reason," "important reason," "undecided," "weak reason," "very weak reason"; (3) the summation for each individual of responses to all the reasons by scoring the above five categories (5, 4, 3, 2, and 1, respectively); (4) the examination of the amount of correlation between each reason and the total score; (5) the elimination of reasons that fail to correlate to a substantial degree with the total score, i.e., that do not hang together with or measure the same thing as the other reasons in the test.[1]

In the Guttman-scale approach a scale would be developed to measure each motivation, also. The prime objective of the scale would be to determine first whether or not the component reasons for attending club meetings were "scalable," i.e., if a sufficiently large proportion of the club members being measured responded to the reason in a consistent way. The criterion of consistency is that endorsement of a given reason is accompanied by endorsement of all other reasons that are less extreme and rejection of all reasons that are more extreme. The Guttman method includes a scalogram device for ascertaining the degree of consistency that is present. When sufficient consistency of this sort is demonstrated by the set of reasons, the scale is obviously unidimensional and can be expected to yield reliable measures. If a set of reasons is found to lead to inconsistent responses, on the other hand, the inference is that there is more than one dimension underlying the scale. In this case, the method provides a means whereby the offending reason can be eliminated and the scale purified until it meets the criterion of consistency. Often in practice it means that the final set of items is in the nature of very slight variations on the same theme.[1]

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[1] David Krech and Richard Crutchfield, Theory and Problems of Social Psychology (New York: McGraw-Hill Book Co., Inc., 1948), p. 218.

3. A refinement of the study to include the use of motivation scores for measuring the effect that selected demographic variables have upon the rank of a single motivation would enhance the whole investigation. By the use of scores rather than ranks, multiple comparisons in the analysis of variance could be made to test significant differences. There is reason to believe from the trends reported in this study that there may be subtle differences in the patterns of motivations for club members with differing demographic characteristics.

4. A study of the distinguishing characteristics of competent club officers and discussion leaders was suggested by the finding that club members who very much enjoyed being club officers and discussion leaders had the same rank order of motivations for attending club meetings as those who enjoyed

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[1] *Ibid.*, p. 220.

those responsibilities less. It would be useful to the theories of leadership to know whether the women who say they enjoy leadership responsibilities are the ones who give outstanding performances in those roles. The findings might also illuminate the question of whether or not the women are truthful when they say they very much enjoy the performance of those roles. If a club leader's performance is successful, it is fairly safe to assume that she has been truthful in saying that she enjoyed the activity. A person usually enjoys most of the things she does well.

5. A study of the motivations of homemakers from different socio-economic levels would give information upon which the current planners of programs for homemakers in the poverty level might draw. Voluntary educational clubs traditionally have included only middle-class adults. Very little is known about the motivations for education of adults from other socio-economic brackets. It would be useful to know how homemakers from the lower socio-economic bracket would rank pursuit of knowledge for improving homemaking competence, pursuit of esteem, pursuit of sociability, pursuit of diversion, and the other motivations considered in this investigation.

6. A replication of the study for members of other educational clubs for women, such as the League of Women Voters of the U.S.A., the National Council of State Garden Clubs, or the General Federation of Women's Clubs, would indicate whether or not members of women's educational clubs, in general, attend club meetings primarily for education.

7. A replication of the study for members of men's educational clubs, likewise, would indicate what motivations they claim for attending club meetings.

8. A replication of the study of club members classified according to their major motivation for attending club meetings, rather than according

to demographic and other relevant characteristics, would be useful to the analysis of the members.

General Conclusions

The study can best be summarized by stating that the major hypothesis was sustained. In this study, 751 home economics extension club members indicated that of the motivations considered their strongest motivations for attending educational club meetings were: to learn. They wanted, first of all, to learn how to be better homemakers; second, to grow intellectually; and, third, to learn to improve society.

A second summary statement is that sociability is not the prime motivating force for women to attend educational club meetings, as many persons are inclined to believe. In the present study, at least, the club members gave no support to the notion that sociability was their most important motivation for attending.

The third conclusion is that home economics extension club members and county extension home economists essentially are agreed upon the purpose of the home economics extension club program. The staff is more interested in the academic than in the practical aspects of the program, while the club members are more interested in the practical than in the academic aspects, but, in general, the club members and staff members agree. In view of the fact that club leaders and professional staff members cooperate in most clubs to plan the program, it is difficult to say whether the values of staff members influence club members to want the programs that have been designed, or the values of club members influence staff members in their design of programs. The fact remains that the objectives and motivations of the two groups are markedly similar.

APPENDIX A

A COMPILATION FROM THE LITERATURE OF NEEDS, INTERESTS, AND MOTIVATIONS OF PEOPLE TO PARTICIPATE IN LEARNING ACTIVITIES

TABLE 20

NEEDS, INTERESTS, MOTIVATIONS OF PEOPLE TO PARTICIPATE IN LEARNING ACTIVITIES

Person or Organization	Intellectual Growth	Homemaking Competence	Improvement of Society
Socrates (470-399 B.C.)	Pursuit of pleasure and avoidance of pain. Foregoing comfort and glory for sake of an ideal is simply pursuing the best pleasure there is		
Thomas More (1518)			
Niccolo Machiavelli (1518)			
Thomas Hobbes (1650)			
John Locke (1690)	Intellectualism		Belief that man can use his powers of reflection to create a social order based upon education, freedom and democracy
Charles Darwin (1859)		Survival	

TABLE 20--Continued

Esteem	Sociability	Diversion	Fulfillment of Social Expectations
			Rewards for behavior that is socially desirable and punishment for behavior that is socially undesirable
			Fear and love, the two great motives on which The Prince can rely in controlling his people. Both motives were used, but in the long run fear is more dependable than love
"Glory," which is simply the prestige motive of modern social theory			Fear, rage, and sex as relatively simple engrained drives, with fear by far the most important
			Adjustment to society

TABLE 20--Continued

Person or Organization	Intellectual Growth	Homemaking Competence	Improvement of Society
William McDougal (1908)			
Sigmund Freud (1920)		Libido as the energy source for social motives	
W. I. Thomas (1923)		Impulse or wish for security	
Alfred Adler (1927)			
Paul Thomas Young (1936)	Curiosity Observation Manipulation		
H. A. Murray (1938)	Understanding Cognizance	Harmavoidance Nurturance Order Constructive need Achievement	

TABLE 20--Continued

Esteem	Sociability	Diversion	Fulfillment of Social Expectation
Self-respect, a particularly important source of motivation			
		The will to pleasure, the primary motivational force	
Wish for recognition	Wish for response and feeling or belonging		
Will to power, the primary motivational force			
	No physiological basis for the social instinct. It is not a primary drive		
Recognition Infavoidance Aggression Autonomy Counteraction Dominance Exhibition	Affiliation		

TABLE 20--Continued

Person or Organization	Intellectual Growth	Homemaking Competence	Improvement of Society
Else Frenkel-Brunswick (1942)		A high standard of objective accomplishment Achievement	
A. H. Maslow (1943)	Knowledge and competence. Understanding and compassion	Survival needs Safety from violence Appreciation of beauty Motivation is primarily influenced by environment	
Karen Horney (1937) Eric Fromm (1941) H. S. Sullivan (1947)	Motivation stems from both biological and sociological drives, with the latter possibly the more important. Social behavior is a socially patterned release of inherent energies		
Viktor Frankl (1946)	The striving to find the meaning of human existence, a meaning in one's life, the primary motivational force in man		
Raymond Cattell (1950)	Curiosity		
S. E. Asch (1952)	Inherent joy in understanding for its own sake		

TABLE 20--Continued

Esteem	Sociability	Diversion	Fulfillment of Social Expectation
Social acceptance Independence and freedom Aggression Control Praise, respect, social approval, prestige		Escape from all unpleasant situations	
Status Self-actualization	Belonging		
	Gregariousness	Esdape	

TABLE 20--Continued

Person or Organization	Intellectual Growth	Homemaking Competence	Improvement of Society
Gardner Murphy (1954)	Curiosity and exploration	Struggle to avoid failure Maternal drive	
David Nicholson (1948)	Mental stimulation Intellectual-cultural motives	Preparation for parenthood Improvement of health Occupational and economic improvement Desire for better understanding of people	
David Lindstrom (1952)			
Alvin Zander (1951)			

TABLE 20--Continued

Esteem	Sociability	Diversion	Fulfillment of Social Expectation
Delight at being loved and shame and embarassment when the self is disapproved. Competition for status Awareness of the self and the need to enhance and defend the self	Desire to communicate and to be understood. The desire to lead and to follow. Very strong satisfactions of discovering closeness with others	Readiness for change. Fascination for novelty. Weariness that comes from boredom. Restlessness	Need for conformity Need to learn the ways of the group
Successful competition with others of one's age and group		Relief from monotony	
	Loneliness, a motive for joining clubs. Getting better acquainted with each other, a motive for farm people to attend meetings of rural organizations		
Most students want to be liked	Affiliation, one of the strongest conscious motives for taking an evening course		

TABLE 20--*Continued*

Person or Organization	Intellectual Growth	Homemaking Competence	Improvement of Society
Rilma Buckman (1952)			
Robert Havinghurst and Betty Orr (1959)		Desire to achieve satisfying family relationships	
C. O. Houle (1961)	Learning for learning's sake	Learning in order to reach a goal	
Sherman Sheffield (1962)	Learning for learning's sake	Learning in order to reach a personal goal	Learning in order to reach a societal goal
Eva Goble (1964)		Through the projective technique neither members nor nonmembers identified useful subject matter as an important motive for joining an adult group	

TABLE 20--Continued

Esteem	Sociability	Diversion	Fulfillment of Social Expectations
	Congeniality. Eating and drinking together tends to unite heterogenous groups of individuals	Lack of universal acceptance in the United States of the philosophy of leisure time and recreation. Lingering public opposition to idleness	Contribution to the educational, welfare, health, or other needs of the community in order to justify the sociability afforded by the clubs to their members
	Learning for the sake of activity		
	Learning for sake of interpersonal reasons other than learning	Learning for sake of intrapersonal reasons other than learning	
Wish to acquire social skills and desire for personal development	Desire to meet people, to make friends, to share problems, to participate in a group. Desire for fellowship	Need to get away from home, to have an outside interest, to enjoy herself. Desire to learn subject matter appears incidental to other motives and a justification of the activity	

TABLE 20--Continued

Person or Organization	Intellectual Growth	Homemaking Competence	Improvement of Society
Raymond Kuhlen (1963)	Growth-expansion motives seem to dominate the first half of adult years. Needs stemming from insecurity, anxiety, and threat become important in later years		
Allison Davis (1947)			
Morse Cartwright	Effort of people to free themselves from the utter drabness of unfilled lives. Effort of people to free themselves from bad taste in living		
J. T. Adams (1944)		Desire to get ahead. Desire for wealth. Yearning to do something creative	Preparation for intelligent citizenship. Need to fill a void in the general life of communities

TABLE 20--Continued

Esteem	Sociability	Diversion	Fulfillment of Social Expectation
Too little affection is expressed for anyone in the conventional middle class home			
Man needs to feel that he is a person and not a slave or a mere cog in the vast machinery of modern life. Desire to rise and make the most of himself. Desire for distinction among his fellows. Needs to feel that he is somebody	Gregariousness Loneliness Insatiable craving to be in a crowd of people. Americans like to do things in groups		

TABLE 20--Continued

Person or Organization	Intellectual Growth	Homemaking Competence	Improvement of Society
Renee Peterson and William Peterson (1960)			Need for man to understand the world in which he lives, his cultural heritage, the society in which he lives, and himself
Jerome Bruner (1962)	Although Americans have always expressed a great faith in education, we lack a deep appreciation of intellectual values		
Gordon Blackwell (1963)	Growing restlessness of women and antipathy toward mental and physical inactivity		
Erik Erickson (1964)		Biological, psychological, and ethical commitment to take care of human infancy. Realism in householding, responsibility of upbringing, resourcefulness in peacekeeping, devotion to healing	
Jill Conway (1964)			

TABLE 20--Continued

Esteem	Sociability	Diversion	Fulfillment of Social Expectation
Compulsive desire to be useful			

TABLE 20--Continued

Person or Organization	Intellectual Growth	Homemaking Competence	Improvement of Society
Joan Erickson (1964)	Need for absorbing some discipline and energy into lives grown sluggish in the constant coping with household chores		
Edwin Canham (1964)			Need for moral and social qualities in people at a time when leadership in government cannot depend solely on stark power
Sorosis Club (1868)	Inoculation of broader and deeper ideas among women. Teach them to think for themselves and to get their ideas firsthand		
General Federation of Women's Clubs (1952)	Cultural or educational improvement of members		Promotion of certain civic interests

TABLE 20--Continued

Esteem	Sociability	Diversion	Fulfillment of Social Expectation
Need for a life of her own, to not be dependent upon her children by allowing all her interest to center on them			
Need for sense of professional competence and confidence in wives, an awareness that they are good in their jobs and secure in their functions			
	Even though most types of organizations carry on some forms of convivial activity, the Federation does not like to have its constituent clubs referred to as social clubs		

TABLE 20--Continued

Person or Organization	Intellectual Growth	Homemaking Competence	Improvement in Society
The Federal Extension Service (1958)		Need for basic homemaking skills, skills of good management, human relationships, and group participation	
The Cooperative Extension Service University of Illinois (1963)	Continuing education. Broadening of interests	Need for proficiency in skills and techniques of homemaking. Need to create environment that promotes health, growth, and development of all members of the family. Need to learn to use time, energy, money, and talent for intelligent decision making	Use of democratic ideas. Understanding and appreciation of different cultures. Acceptance of responsibility for community health improvement. Being informed on issues that affect the welfare of individuals and families and the community
American Home Economics Association (1959)		Management of human and material resources to achieve goals the family considers important	

TABLE 20--Continued

Esteem	Sociability	Diversion	Fulfillment of Social Expectation

APPENDIX B

AN ANALYSIS OF THE SAMPLE

TABLE 21

DISTRIBUTION BY DISTRICTS OF MEMBERSHIP IN COUNTY HOMEMAKERS EXTENSION ASSOCIATIONS IN ILLINOIS, OF NUMBER OF MEMBERS IN SAMPLE AS DESIGNED, AND OF NUMBER OF CLUB MEMBERS IN ACTUAL SAMPLE

District in Illinois	Total Number of Club Members March 1, 1964	Percentage of Total Membership	Number of County Associations	Number of County Associations in Sample (One Club per Association)[a]	Percentage of County Associations in Sample (One Club Per Association)
I Northern	10,598	23.8	20	18	23.7
II Western	7,949	17.9	17	14	18.4
III North Central	12,515	27.0	21	20	26.3
IV South Central	8,406	18.9	20	14	18.4
V Southern	5,519	12.4	19	10	13.2
Total	44,487	100.0	97	76	100.0

[a] The investigation was limited by the Home Economics Extension Administration, University of Illinois, to one club per county.

TABLE 21--Continued

Number of Clubs Organized Twenty Years or More	Number of Clubs Organized Less Than Twenty Years	Number of Subjects in Sample	Returns Not Useable	Net Returns	Percentage of Useable Returns
9	9	260	55	205	27.0
7	7	163	43	120	16.2
9[b]	11[b]	277	58	219	29.1
8[b]	6[b]	177	61	116	15.5
5	5	120	29	91	12.1
38	38	997	246	751	99.9

[b] An error in the organization date of one club in District III necessitated a counteracting shift in the selection of clubs in District IV.

TABLE 22

DISTRIBUTION BY DISTRICTS OF NUMBER OF COUNTY HOME ECONOMICS EXTENSION STAFF MEMBERS AND OF NUMBER OF RESPONSES INCLUDED IN SAMPLE

District in Illinois	Total Number of County Home Economics Extension Staff Members March 1, 1964	Number of County Home Economics Extension Staff Members Included in Sample	Returns Not Useable	Net Responses
I Northern	32	29	4	25
II Western	25	25	3	22
III North Central	31	31	0	31
IV South Central	24	24	1	23
V Southern	20	20	2	18
Total	132	129	10	119

TABLE 23

HOME ECONOMICS EXTENSION CLUB MEMBERS CLASSIFIED BY AGE

Age	Number	Per Cent of Total Sample[a]	Per Cent from HEE Study[a]	Per Cent of Total Women Over 14 Years Illinois--1960 Census[b]
Under 20 years	3	.4	.4	9.4
20 to 35 years	170	22.6	22.6	28.3
36 to 50 years	245	32.6	34.9	28.0
51 to 65 years	231	30.8	29.4	20.7
66 years and over	102	13.6	12.8	13.6
Total	751	100.0	100.0	100.0

[a] "Summary of Age Groups and Places of Residence of Home Economics Extension Cooperators in 102 Counties in Illinois" (Home Economics Extension, University of Illinois, June 1, 1960), p. 6. (Mimeographed.) The classification categories of the HEE studies do not correspond exactly with those of Table 5. Comparable figures have been computed by interpolation. For example, the percentage in HEE category of 30 to 39 years was divided, assuming that six-tenths, of that category, were 30 through 35 and four-tenths were 36 through 39.

[b] U. S. Bureau of Census, Characteristics of the Population--Illinois: 1960, Population, I, No. 15, 246.

TABLE 24

HOME ECONOMICS EXTENSION CLUB MEMBERS CLASSIFIED BY PLACE OF RESIDENCE

Place of of Residence	Number	Per Cent of Total Sample	Per Cent from HEE Study[a]	Per Cent of Population Illinois 1960 Census[b]
Farm	336	44.7	47.4	
Rural non-farm	205	27.3	28.0	19.3
Small city (2,500 to 10,000 population)	137	18.2		
Large city (more than 10,000)	73	9.7	24.5	80.7
Total	751	99.9	99.9	100.0

[a] "Summary of Age Groups and Places of Residence of Home Economics Extension Cooperators in 102 Counties in Illinois."

[b] U. S. Bureau of Census, op. cit., p. 241.

TABLE 25

HOME ECONOMICS EXTENSION CLUB MEMBERS CLASSIFIED BY LENGTH OF MEMBERSHIP IN HOME ECONOMICS EXTENSION CLUBS

Length of Membership	Number	Per Cent of Total Sample	Per Cent from HEE Study[a]
Less than 2 years	133	17.7	14.5
2 to 10 years	306	40.7	48.1
11 to 20 years	196	26.1	26.5
More than 20 years	116	15.4	10.8
Total	751	99.9	99.9

"Summary of Age Groups and Places of Residence of Home Economics Extension Cooperators in 102 Counties in Illinois."

TABLE 26

HOME ECONOMICS EXTENSION CLUB MEMBERS CLASSIFIED BY NUMBER OF ORGANIZATIONS TO WHICH THEY BELONG

Number of Organizations	Number of Respondents	Per Cent of Total Sample
One	98	13.0
Two	186	24.8
Three	184	24.5
Four	128	17.0
Five	69	9.2
Six or more	86	11.5
Total	751	100.0

TABLE 27

HOME ECONOMICS EXTENSION CLUB MEMBERS CLASSIFIED BY NUMBER OF THEIR CHILDREN

Number of Children of Individual Members	Number of Respondents	Per Cent of Total Sample
One	120	15.9
Two	220	29.3
Three	171	22.8
Four	84	11.2
Five or more	69	9.2
None	87	11.6
Total	751	100.0

TABLE 28

HOME ECONOMICS EXTENSION CLUB MEMBERS CLASSIFIED BY THE AGE OF YOUNGEST CHILD

Age of Youngest Child of Member	Number of Members	Per Cent of Total Sample
Below school age	175	23.3
In elementary school	135	18.0
In high school	76	10.1
Out of school	278	37.0
No children	87	11.6
Total	751	100.0

TABLE 29

HOME ECONOMICS EXTENSION CLUB MEMBERS CLASSIFIED BY MARITAL STATUS

Marital Status	Number of Members	Per Cent of Total Sample	Per Cent of Total Women Over 14 Years Illinois 1960 Census[a]
Married	658	87.6	65.5
Separated	0		2.1
Widowed	69	9.2	12.5
Divorced	0		2.9
Single	24	3.2	19.0
Total	751	100.0	100.0

[a] U. S. Bureau of the Census, op. cit., p. 206.

TABLE 30

HOME ECONOMICS EXTENSION CLUB MEMBERS CLASSIFIED BY EMPLOYMENT STATUS

Employment Status	Number of Members	Per Cent of Total Sample	Per Cent of Total Women Over 14 Years Illinois 1960 Census[a]
Not working	614	81.8	63.8
Working part-time	85	11.3	
Working full-time	52	6.9	36.2
Total	751	100.0	100.0

[a] Ibid., p. 243.

TABLE 31

HOME ECONOMICS EXTENSION CLUB MEMBERS CLASSIFIED BY AMOUNT OF SCHOOLING

Amount of Schooling	Number of Members	Per Cent of Total Sample	Per Cent of Total Women 25 Years and Over Illinois 1960 Census[a]
Attended elementary school	11	1.5	
Completed eight grades	102	13.6	22.2
Attended high school	97	12.9	20.1
Completed high school	279	37.2	27.2
Attended trade school	35	4.7	
Completed trade school	64	8.5	
Attended college	118	15.7	8.4
Completed college	41	5.5	5.3
Attended graduate school	4	.5	
Total	751	100.1	

[a] *Ibid.*, p. 25.

APPENDIX C

INSTRUMENT USED FOR THE STUDY

TABLE 32

REASONS FOR PARTICIPATING IN EDUCATIONAL ACTIVITIES USED IN TENTATIVE FORM OF RANKING DEVICE FOR PRE-TEST AND IN FINAL FORM FOR MAIN STUDY AS VIEWED BY CLUB MEMBERS

	Tentative Form		Final Form
1.	To attend because most of my friends belong to the club	1.	To attend because my friends belong to the unit
2.	To learn to furnish the house so that it will give pleasure and comfort to the family	2.	To learn to furnish my home to give pleasure and comfort to my family
3.	To learn how to make the community a better place in which to live	3.	(No change)
4.	To satisfy an inner desire to know	4.	(No change)
5.	To enjoy a few hours away from the children	5.	To have a few hours away from the children
6.	To get to know the important people in the community	6.	(No change)
7.	To get acquainted in the community	7.	(No change)
8.	To experience the sheer pleasure of learning	8.	(No change)
9.	To learn some of the principles for guiding the development of children	9.	To learn the principles for guiding the development of my children
10.	To get a change of scenery and atmosphere	10.	(No change)
11.	To associate with other persons interested in learning	11.	(No change)
12.	To learn how our family can have as many good things as our friends have	12.	To learn how to have as many good things as my friends have

TABLE 32--Continued

Tentative Form		Final Form	
13.	To participate because the community expects women in my social situation to participate	13.	To participate because the community expects women in my social situation to do so
14.	To develop competence as a leader in the community	14.	To improve my competence as a leader in the community
15.	To enjoy a demonstration, movie, or book review		(Omitted)
16.	To avoid disappointing the hostess	15.	(No change)
17.	To understand more fully some of today's social issues	16.	(No change)
18.	To belong to an organization that has prestige in the community	17.	(No change)
19.	To have a chance to "stretch" my mind	18.	To learn to think in a logical way
20.	To learn to manage time, energy and possessions without undue strain	19.	To learn to do my homemaking job efficiently
21.	To enjoy the interaction with people	20.	To enjoy the sociability
22.	To help other women to develop to their full potential	21.	(No change)
23.	To be stimulated so that I will continue to grow mentally	22.	To be stimulated so that I will grow mentally
24.	To be among the first to have information about new homemaking practices	23.	(No change)
25.	To be with friends I do not see very often		(Omitted)
26.	To enjoy a reprieve from the monotony of housework	24.	To have a diversion from the demands of housework

TABLE 32--Continued

Tentative Form	Final Form
27. To learn to keep living expenses within the budget	25. To learn how to manage money wisely
28. To fulfill obligations as hostess to the group	26. (No change)
29. To learn to produce consumer goods for the family (for example, to construct clothing to to prepare food)	27. To learn homemaking skills like sewing and cooking for my family
30. To learn the latest news about neighbors and friends	28. (No change)
31. To get a change of pace	29. (No change)
32. To understand why things happen, rather than accept them without question	(Omitted)
33. To attend because my mother or my husband thinks the organization is an important one	30. To attend because my mother, mother-in-law, or husband thinks the organization is important
34. To learn how to guide the youth in the community to a state of responsible adulthood	31. To learn how to guide the youth in the community to responsible adulthood
35. To acquire self-confidence as a person	32. (No change)
36. To take part in activities incidental to the classes, such as teas, social hours, tours, and camps	33. To take part in related activities like teas, social hours, tours, and camps
37. To support the 4-H club program	(Omitted)

TABLE 32--Continued

Tentative Form	Final Form
38. To learn to recognize reliable sources of information	34. (No change)
39. To attend because my pastor or my physician recommends the activity	(Omitted)
40. To learn to speak before a group	(Omitted)
41. To have fun	35. To have a little fun
42. To learn how to maintain the emotional and physical health of my family	(Omitted)

TABLE 33

FINAL FORM OF RANKING DEVICE USED IN THE MAIN STUDY WITH CLUB MEMBERS COMPARED WITH FINAL FORM OF RANKING DEVICE USED WITH COUNTY EXTENSION HOME ECONOMISTS

Reasons of Club Members for Participating in Educational Club Meetings	Objectives of County Home Economics Extension Staff for the Club Members Who Participate in Educational Club Meetings
1. To attend because my friends belong to the unit	1. To attend because their friends belong to the unit
2. To learn to furnish my home to give pleasure and comfort to my family	2. To learn to furnish their homes to give pleasure and comfort to their families
3. To learn how to make the community a better place in which to live	3. To learn how to make the community a better place in which to live
4. To satisfy an inner desire to know	4. To satisfy an inner desire to know
5. To have a few hours away from the children	5. To have a few hours away from the children
6. To get to know the important people in the community	6. To get to know the important people in the community
7. To get acquainted in the community	7. To get acquainted in the community
8. To experience the sheer pleasure of learning	8. To experience the sheer pleasure of learning
9. To learn the principles for guiding the development of my children	9. To learn the principles for guiding the development of their children
10. To get a change of scenery and atmosphere	10. To get a change of scenery and atmosphere
11. To associate with other persons interested in learning	11. To associate with other persons interested in learning

TABLE 33--Continued

Reasons of Club Members for Participating in Educational Club Meetings	Objectives of County Home Economics Extension Staff for the Club Members Who Participate in Educational Club Meetings
12. To learn how to have as many good things as my friends have	12. To learn how to have as many good things as their friends have
13. To participate because the community expects women in my social situation to do so	13. To participate because the community expects women in their social situations to do so
14. To improve my competence as a leader in the community	14. To improve their competence as leaders in the community
15. To avoid disappointing the hostess	15. To avoid disappointing the hostess
16. To understand more fully some of today's social issues	16. To understand more fully some of today's social issues
17. To belong to an organization that has prestige in the community	17. To belong to an organization that has prestige in the community
18. To learn to think in a logical way	18. To learn to think in a logical way
19. To learn to do my homemaking job efficiently	19. To learn to do their homemaking jobs efficiently
20. To enjoy the sociability	20. To enjoy the sociability
21. To help other women to develop to their full potential	21. To help other women to develop to their full potential
22. To be stimulated so that I will grow mentally	22. To be stimulated so that they will grow mentally
23. To be among the first to have information about new homemaking practices	23. To be among the first to have information about new homemaking practices
24. To have diversion from the demands of housework	24. To have a diversion from the demands of housework

TABLE 33--Continued

	Reasons of Club Members for Participating in Educational Club Meetings		Objectives of County Home Economics Extension Staff for the Club Members Who Participate in Educational Club Meetings
25.	To learn how to manage money wisely	25.	To learn how to manage money wisely
26.	To fulfill obligations as hostess to the group	26.	To fulfill obligations as hostesses to the group
27.	To learn homemaking skills like sewing and cooking for my family	27.	To learn homemaking skills like sewing and cooking for their families
28.	To learn the latest news about neighbors and friends	28.	To learn the latests news about neighbors and friends
29.	To get a change of pace	29.	To get a change of pace
30.	To attend because my mother, mother-in-law, or husband thinks the organization is important	30.	To attend because their mothers, mothers-in-law, or husbands, think the organization is important
31.	To learn how to guide the youth in the community to responsible adulthood	31.	To learn how to tuide the youth in the community to responsible adulthood
32.	To acquire self-confidence as a person	32.	To acquire self-confidence as persons
33.	To take part in related activities like teas, social hours, tours, and camps	33.	To take part in related activities like teas, social hours, tours, and camps
34.	To learn to recognize reliable sources of information	34.	To learn to recognize reliable sources of information
35.	To have a little fun	35.	To have a little fun

Differences in wording are underlined.

Background Information

Do not write in this column
(1) ____
(2) ____
(3) ____
(4) ____
(5) ____
(6) ____
(7) ____

Please check (✓) the word or words below that give(s) the correct information for each question. Disregard the numbers in the right hand margin. They are for coding purposes only.

1. For how many years have you been a member of the County Home Economics Extension Association (including Home Bureau)?

____ (1) Less than 2 years
____ (2) From 2 through 10 years
____ (3) From 11 through 20 years
____ (4) More than 20 years

(8) ____

2. How old are you?

____ (1) Less than 20 years
____ (2) 20 through 35 years
____ (3) 36 through 50 years
____ (4) 51 through 65 years
____ (5) More than 65 years

(9) ____

3. To how many groups or clubs, including the Home Economics Extension Association, are you now a member?

____ (1) One
____ (2) Two
____ (3) Three
____ (4) Four
____ (5) Five
____ (6) Six or more

(10) ____

4. How many children do you have?

____ (1) One
____ (2) Two
____ (3) Three
____ (4) Four
____ (5) Five or more
____ (6) None

(11) ____

5. In what age groups do you have children? (Check more than one age group, if appropriate).

_____ (1) Below school age (12) _____
_____ (2) In elementary school (grades 1-8) (13) _____
_____ (3) In high school (grades 9-12) (14) _____
_____ (4) Out of school or away from home (away at school, in the armed forces, or married) (15) _____

6. How far did you go in school?

_____ (1) Attended elementary school but did not complete
_____ (2) Completed 8 grades
_____ (3) Attended high school but did not complete
_____ (4) Was graduated from high school
_____ (5) Attended nursing school, beauty school, trade school or business school, but did not complete
_____ (6) Was graduated from nursing school, beauty school, trade school or business school
_____ (7) Attended college but did not complete
_____ (8) Have Bachelor's degree
_____ (9) Have Master's degree
_____ (10) Have Doctor's degree (16) _____

7. Where do you live?

_____ (1) On farm
_____ (2) In rural non-farm (in country or village of less than 2,500)
_____ (3) In small city (population between 2,500 and 10,000)
_____ (4) In large city (population of more than 10,000) (17) _____

8. What is your marital status?

_____ (1) Married
_____ (2) Widowed
_____ (3) Divorced
_____ (4) Single (18) _____

9. Are you employed outside the home?

_____ (1) No
_____ (2) Yes, part-time
_____ (3) Yes, full-time (19) _____

Evaluation of Home Economics Extension Unit Programs

If you have attended the Home Economics Extension unit meetings for at least three times, will you please check (✓) the degree of satisfaction you have received from each of the following activities at unit meetings? Check only one rating for each activity. Please disregard the numbers in the right hand column. They are for coding purposes only.

1. Listening to talks
___ (1) enjoyed very much
___ (2) enjoyed somewhat
___ (3) did not enjoy
___ (4) we have not had talks (20) ___

2. Participating in discussions
___ (1) enjoyed very much
___ (2) enjoyed somewhat
___ (3) did not enjoy
___ (4) we have not had discussions (21) ___

3. Participating in laboratory
___ (1) enjoyed very much
___ (2) enjoyed somewhat
___ (3) did not enjoy
___ (4) we have not had laboratory sessions (22) ___

4. Observing demonstrations
___ (1) enjoyed very much
___ (2) enjoyed somewhat
___ (3) did not enjoy
___ (4) we have not had demonstrations (23) ___

5. Participating in the social hour (for example, coffee hour, or visiting)
___ (1) enjoyed very much
___ (2) enjoyed somewhat
___ (3) did not enjoy
___ (4) we have not had social hours (24) ___

6. Participating in the planned recreation (for example, group singing)
___ (1) enjoyed very much
___ (2) enjoyed somewhat
___ (3) did not enjoy
___ (4) we have not had planned recreation (25) ___

7. Being an officer
___ (1) enjoyed very much
___ (2) enjoyed somewhat
___ (3) did not enjoy
___ (4) I have never been an officer
(26) ___

8. Being a lesson leader
___ (1) enjoyed very much
___ (2) enjoyed somewhat
___ (3) did not enjoy
___ (4) I have never been a lesson leader
(27) ___

9. Being a hostess to the group
___ (1) enjoyed very much
___ (2) enjoyed somewhat
___ (3) did not enjoy
___ (4) I have never been a hostess to the group
(28) ___

Thank You Letter to Respondents

March 20, 1964

Dear Member of the County Home Economics Extension Association:

Please accept my sincere thanks for your cooperation in the Study of Motivation. I hope that you found the test to be interesting and that you enjoyed being a part of the research. Sometime within the next year we plan to send a report of the findings to your home adviser, and we have asked her to share the report with you.

Sincerely yours,

Cleo Hall, Graduate Student
Department of Education
The University of Chicago

APPENDIX D

DIRECTIONS FOR ADMINISTERING THE INSTRUMENT

Directions to Home Advisers for Administering the Questionnaires about Motivation

(When you administer the ranking device and the check sheets to the members of your Home Economics Extension unit, please use the following directions insofar as it is feasible for you to do so. We need to standardize the testing procedure as much as possible.)

TODAY WE ARE GOING TO DO TWO THINGS AT THE SAME TIME. FIRST, WE ARE GOING TO HELP A GRADUATE STUDENT AT THE UNIVERSITY OF CHICAGO WHO IS INTERESTED IN STUDYING WOMEN'S EDUCATIONAL ORGANIZATIONS SUCH AS YOUR OWN HOME ECONOMICS EXTENSION ASSOCIATION. SECOND, WE ARE GOING TO LEARN SOMETHING ABOUT HOW THIS KIND OF RESEARCH IS ACTUALLY DONE BY PARTICIPATING IN THE STUDY.

THERE ARE THREE KINDS OF INFORMATION WE WANT TO COLLECT. ONE REQUIRES A RANKING DEVICE WHICH CONSISTS OF A DECK OF CARDS AND A SORT BOARD. (Hold the board and the cards for the women to see.)

THE OTHER PIECES OF INFORMATION REQUIRE TWO DIFFERENT CHECK SHEETS. WE WILL START WITH THE CHECK SHEET THAT ASKS YOU TO GIVE SOME FACTS ABOUT YOURSELF, SUCH AS YOUR AGE AND NUMBER OF CHILDREN. SINCE YOU DO NOT HAVE A TABLE, WILL YOU PLEASE USE THE BACK SIDE OF THIS SORT BOARD AS A SUBSTITUTE. (Pass out to each women a sort board and a white envelope containing the deck of cards, the check sheet for background information, and the evaluation check sheet. Furnish pencils to those who do not have them.)

INSIDE THE WHITE ENVELOPE YOU WILL FIND A DECK OF CARDS, THE CHECK SHEET FOR BACKGROUND INFORMATION, AND THE EVALUATION CHECK SHEET, WHICH WE WILL READ THROUGH TOGETHER AND CHECK AS WE GO. PLEASE BE AS ACCURATE AS POSSIBLE. BE SURE TO ANSWER EVERY QUESTION. YOU WILL NOTICE THAT WE HAVE NOT ASKED FOR YOUR NAME. THE INFORMATION THAT YOU GIVE WILL BE KEPT

CONFIDENTIAL. NO ONE OUTSIDE THE DEPARTMENT OF EDUCATION AT THE UNIVERSITY OF CHICAGO WILL SEE IT. (Read the forms to the women and have them check as you read.)

WHEN YOU HAVE ANSWERED EVERY QUESTION ON BOTH FORMS, PUT THEM BACK INTO THE WHITE ENVELOPE, BUT DO NOT SEAL IT YET. NOW TAKE OUT THE DECK OF CARDS AND READ THROUGH THEM QUICKLY. THE DECK IS COMPOSED OF 35 REASONS FOR ATTENDING UNIT MEETINGS. WE ARE ASKING YOU TO RANK THE REASONS FROM MOST IMPORTANT TO LEAST IMPORTANT TO YOU. YOU WILL FINISH WITH 5 CARDS IN EACH OF THE SEVEN SMALL ENVELOPES. AS YOU READ THROUGH THE CARDS WILL YOU PLEASE MAKE SURE THAT YOU HAVE ALL 35 OF THEM. (Give the women time to read through the cards quickly. If you have an older group of women, you may find it desirable to read the cards through with them the first time. Older people generally do not see as well nor react as quickly as those in younger groups.)

TO SIMPLIFY THE PROCESS OF SORTING AS MUCH AS POSSIBLE, DIVIDE THE CARDS ROUGHLY INTO THREE STACKS. ON THE LEFT PLACE THE 10 OR 12 REASONS THAT ARE MOST IMPORTANT TO YOU FOR PARTICIPATING IN EDUCATIONAL PROGRAMS OF HOME ECONOMICS EXTENSION. ON THE RIGHT, PLACE THE 10 OR 12 REASONS THAT ARE LEAST IMPORTANT TO YOU FOR PARTICIPATING IN EDUCATIONAL PROGRAMS. PLACE THE REMAINING CARDS IN A STACK IN THE MIDDLE. (Give the women time to sort the cards roughly into the three stacks.)

NOW SORT THE CARDS FURTHER INTO SEVEN STACKS, THE FIVE MOST IMPORTANT REASONS IN THE FIRST STACK ON THE LEFT, THE NEXT FIVE MOST IMPORTANT REASONS IN THE SECOND STACK, THE FIVE NEXT MOST IMPORTANT REASONS IN THE THIRD STACK, AND SO ON UNTIL YOU HAVE FINISHED WITH THE FIVE LEAST IMPORTANT REASONS IN THE SEVENTH AND LAST STACK ON THE RIGHT. YOU WILL NOT HAVE ANY CARDS LEFT OVER. YOU WILL FIND IT EASIEST TO SORT THE CARDS INTO STACKS NO. 1 AND 2, THEN INTO STACKS NO. 6 AND 7, LEAVING THE MIDDLE STACKS TO THE LAST. THERE

ARE NO RIGHT OR WRONG ANSWERS. (Give the women all the time they need for the sort.)

WHEN YOU HAVE COMPLETED THE SORTING, PUT THE CARDS INTO THE SMALL ENVELOPES AS YOU SORTED THEM. PULL THE SMALL ENVELOPES OFF THE SORT BOARD, PUT THEM INTO THE WHITE ENVELOPE WITH THE CHECK SHEETS, SEAL IT, AND HAND IT TO ME.

THANK YOU VERY MUCH. WE APPRECIATE YOUR INTEREST AND YOUR COOPERATION. PLEASE PUT THE PENCILS IN THE BOX AND THROW THE SORT BOARD AWAY.

THIS IS A NOTE TO YOU FROM THE GRADUATE STUDENT FOR WHOM WE ARE COLLECTING THE RESEARCH DATA. SHE TELLS YOU WHEN YOU CAN EXPECT A REPORT OF HER RESEARCH FINDINGS. THANKS AGAIN. (Hand the thank-you letter to the women.)

Order of Procedure for Home Advisers

1. Give the introduction to the study, trying to get the women interested and ego-involved. Make sure that they are as comfortable as possible, and that the atmosphere is friendly and conducive to accurate reporting. Make sure that the room is quiet when the women are trying to rank the reasons.
2. Explain the ranking device and show the sort board and deck of cards.
3. Pass out the sort board and a white envelope containing the background check sheet, the evaluation check sheet, and the deck of cards. Furnish pencils to those women who do not have them.
4. Read both forms to the women and have them check the forms as you read. Make sure that every blank on both check sheets has been answered. Answer all the women's questions about the meaning of words, etc., but try to stay close to the printed directions.
5. Give directions for sorting the cards. Repeat the directions for the ranking device as many times as necessary.
6. Collect the white envelopes containing the background check sheet, the evaluation check sheet, and the seven small envelopes containing the cards. The white envelopes should be sealed when the women hand them to you.
7. Instruct the women to throw the sort boards away. Collect the pencils. Give the thank-you letters to the women.

8. Back at the office, put the sealed white envelopes into mailing envelopes, 10 or 11 per package. Reinforce the two ends with brown gummed tape and mail the packages to me. I am enclosing stamps for the mailing. The postage will be about 80 cents per package. Be sure to write your return address on each package.

I appreciate very much your interest in the study and your generous cooperation. I hope to send you a report of the findings of the study sometime in 1965. Will you please share the report with the women who cooperated in the study?

Cleo Hall
1414 East 59th Street
Chicago, Illinois 60637

Telephone: FA 4-8200

APPENDIX E

DESCRIPTION OF CODE FOR DATA CARDS

Description of Coding for IBM Cards
(Two Cards per Respondent)

Card No. 1

Columns 1 to 35	Raw scores for the ranks of thirty-five individual reasons for attending educational club meetings. Scores range from 1 to 7: 1 = the highest possible rank for the reason, 2 = the next highest rank, 7 = the lowest possible rank, 6 = the next lowest rank, and the intervening scores correspond to their respective ranks.
Columns 36 to 37	Total satisfaction score. It is the sum of nine sub-scores. Sub-score of 3 = enjoy activity very much, sub-score of 2 = enjoy activity somewhat, sub-score of 1 = enjoy activity not at all, and sub-score of 0 = activity does not apply.
Column 39	Number of activities at club meetings in which the respondent was involved.
Column 40	State in which respondent lives: 1 = Indiana, 2 = Illinois.
Column 41	Description of respondent: 1 = county extension home economist, 2 = home economics extension club member.
Column 42	District of Illinois from which respondent comes: 1 = district composed of northern most 20 counties. 2 = district composed of western 19 counties of bi-counties 3 = district composed of central 21 counties. 4 = district composed of south central 20 counties. 5 = district composed of southern most 17 counties or bi-counties.
Columns 43 to 44	Identifying number of the county.
Columns 45 to 46	Identifying number of the respondent.
Columns 78 to 80	Sequential identifying number of respondents used for the study

Card No. 2

Column 1	1 = respondent lives in Indiana, 2 = respondent lives in Illinois.
Column 2	1 = respondent is a county extension home economist, 2 = respondent is a home economics extension club member.
Column 3	1 = club member lives in the northern one-fifth of Illinois 2 = club member lives in the western one-fifth of Illinois 3 = club member lives in the central one-fifth of Illinois 4 = club member lives in the south central one-fifth of Illinois 5 = club member lives in the southern one-fifth of Illinois
Columns 4 to 5	Identifying number of the county.
Columns 6 to 7	Identifying number of the respondent.
Column 8	Length of membership in home economics extension club. 1 = less than 2 years. 2 = 2 to 10 years. 3 = 11 to 20 years. 4 = more than 20 years.
Column 9	Age of respondent. 1 = less than 20 years. 2 = 20 through 35 years. 3 = 36 through 50 years. 4 = 51 through 65 years. 5 = more than 65 years.
Column 10	Number of clubs or groups of which the respondent is a member. 1 = one club. 2 = two clubs. 3 = three clubs. 4 = four clubs 5 = five clubs. 6 = six or more clubs.
Column 11	Number of children that respondent has. 1 = one child. 2 = two children. 3 = three children

4 = four children.
5 = five or more children.
6 = no children.

Column 12 Does the respondent have pre-school children?
1 = yes.
0 = no.

Column 13 Does the respondent have children in elementary school?
1 = yes.
0 = no.

Column 14 Does the respondent have children in high school?
1 = yes.
0 = no.

Column 15 Does the respondent have children out of school or away from home (away at school, in armed forces, or married)?
1 = yes.
0 = no.

Column 16 Years of schooling for respondent.
1 = attended elementary school but did not complete.
2 = completed 8 grades.
3 = attended high school but did not complete.
4 = was graduated from high school.
5 = attended nursing school, beauty school, trade school, or business school, but did not complete.
6 = was graduated from nursing school, beauty school, trade school, or business school.
7 = attended college but did not complete.
8 = have Bachelor's degree.
9 = have Master's degree.
10 = have Doctor's degree.

Column 17 Place of residence.
1 = on farm.
2 = in rural non-farm area (in country or village of less than 2,500).
3 = in small city (population between 2,500 and 10,000).
4 = in large city (population of more than 10,000).

Column 18 Marital status.
1 = married.
2 = widowed.
3 = divorced.
4 = single

Column 19	Employment status. 1 = not employed outside the home. 2 = employed part-time. 3 = employed full-time.
Columns 20 to 28	Evaluation of various activities connected with regular club meetings. 3 = enjoyed very much. 2 = enjoyed somewhat. 1 = did not enjoy. 0 = have not been involved in this activity.
Columns 78 to 80	Sequential identifying number of respondents used for the study.

APPENDIX F

ITEM ANALYSIS FOR THE RANKING DEVICE

TABLE 34

DIFFERENCES BETWEEN OBJECTIVES OF STAFF MEMBERS FOR CLUB MEMBERS AND REASONS OF CLUB MEMBERS FOR ATTENDING EDUCATIONAL CLUB MEETINGS

Reasons (for Club Members) Objectives (for Staff Members)	Club Members (N = 751)		Staff Members (N = 119)	
	Mean Rank	S	Mean Rank	S
Pursuit of Knowledge for Sake of Intellectual Growth				
4. To satisfy an inner desire to know	2.67	1.566	2.29	1.123
8. To experience the sheer pleasure of learning	3.05	1.637	2.76	1.179
18. To learn to think in a logical way	3.10	1.432	2.45	1.332
22. To be stimulated so that I will grow mentally	2.42	1.525	1.49	0.862
34. To learn to recognize reliable sources of information	2.97	1.561	2.38	1.193
Pursuit of Knowledge for Sake of Improving Homemaking Competence				
2. To learn to furnish my home to give pleasure and comfort to my family	2.15	1.397	2.57	1.046
9. To learn the principles for guiding the development of my children	3.38	2.063	2.21	0.956
19. To learn to do my homemaking job efficiently	2.02	1.272	2.44	1.094
25. To learn how to manage money wisely	3.18	1.636	2.64	1.103
27. To learn homemaking skills like sewing and cooking for my family	2.22	1.400	3.24	1.142

TABLE 34--Continued

Reasons (for Club Members) Objectives (for Staff Members)	Club Members (N = 751)		Staff Members (N = 119)	
	Mean Rank	s	Mean Rank	s
Pursuit of Knowledge for Sake of Improving Society				
3. To learn how to make the community a better place in which to live	2.47	1.445	1.77	0.961
14. To improve my competence as a leader in the community	3.65	1.603	2.15	1.198
16. To understand more fully some of today's social issues	3.18	1.514	2.76	1.406
21. To help other women to develop to their full potential	4.22	1.525	2.53	1.261
31. To learn how to guide the youth in the community of responsible adulthood	3.37	1.657	1.96	1.145
Pursuit of Esteem				
6. To get to know the important people in the community	5.53	1.456	5.93	0.927
12. To learn how to have as many good things as my friends have	5.89	1.284	6.13	1.033
17. To belong to an organization that has prestige in the community	4.93	1.643	5.40	1.167
23. To be among the first to have information about new homemaking practices	3.75	1.639	4.09	1.321
32. To acquire self-confidence as a person	2.72	1.545	2.08	1.051

TABLE 34--Continued

Reasons (for Club Members) Objectives (for Staff Members)	Club Members (N = 751)		Staff Members (N = 119)	
	Mean Rank	S	Mean Rank	S
Pursuit of Sociability				
7. To get acquainted in the community	3.90	1.693	4.11	0.998
11. To associate with other persons interested in learning	2.68	1.348	3.10	1.123
20. To enjoy the sociability	3.23	1.519	4.68	0.999
28. To learn the latest news about friends and neighbors	6.43	1.130	6.84	0.469
33. To take part in related activities like teas, social hours, tours, and camps	4.51	1.517	4.98	1.073
Pursuit of Diversion				
5. To have a few hours away from the children	6.01	1.408	5.66	0.897
10. To get a change of scenery and atmosphere	4.69	1.587	5.18	0.939
24. To have a diversion from the demands of housework	4.52	1.539	4.99	1.197
29. To get a change of pace	4.85	1.544	5.16	1.127
35. To have a little fun	4.19	1.787	4.90	1.392

TABLE 34--Continued

Reasons (for Club Members) Objectives (for Staff Members)	Club Members (N = 751)		Staff Members (N = 119)	
	Mean Rank	S	Mean Rank	S
Fulfillment of Social Expectations				
1. To attend because my friends belong to the unit	4.95	1.724	5.83	1.155
13. To participate because the community expects women in my social situation to do so	5.89	1.221	6.20	0.819
15. To avoid disappointing the hostess	5.66	1.437	6.62	0.638
26. To fulfill obligations as hostess to the group	5.05	1.448	6.17	0.876
30. To attend because my mother, mother-in-law, or husband thinks the organization is important	6.49	1.067	6.34	0.932

S indicates the standard deviation of the mean rank.

TABLE 35

RANK OF CLUB MEMBERS' REASONS FOR ATTENDING EDUCATIONAL CLUB MEETINGS

Rank of Mean Rank	Mean Rank	Standard Deviation of the Rank
1. To learn to do my homemaking job efficiently	2.02	1.272
2. To learn to furnish my home to give pleasure and comfort to my family	2.15	1.397
3. To learn homemaking skills like sewing and cooking for my family	2.22	1.400
4. To be stimulated so that I will grow mentally	2.42	1.525
5. To learn how to make the community a better place in which to live	2.47	1.445
6. To satisfy an inner desire to know	2.67	1.566
7. To associate with other persons interested in learning	2.68	1.348
8. To acquire self-confidence as a person	2.72	1.545
9. To learn to recognize reliable sources of information	2.97	1.561
10. To experience the sheer pleasure of learning	3.05	1.637
11. To learn to think in a logical way	3.10	1.432
12. To understand more fully some of today's social issues	3.18	1.514
13. To learn how to manage money wisely	3.18	1.636
14. To enjoy the sociability	3.23	1.519

TABLE 35--Continued

Rank of Mean Rank	Mean Rank	Standard Deviation of the Rank
15. To learn how to guide the youth in the community to responsible adulthood	3.37	1.657
16. To learn the principles for guiding the development of my children	3.38	2.063
17. To improve my competence as a leader in the community	3.65	1.603
18. To be among the first to have information about new homemaking practices	3.75	1.639
19. To get acquainted in the community	3.90	1.693
20. To have a little fun	4.19	1.787
21. To help other women to develop to their full potential	4.22	1.525
22. To take part in related activities like teas, social hours, tours, and camps	4.51	1.517
23. To have a diversion from the demands of housework	4.52	1.539
24. To get a change of scenery and atmosphere	4.69	1.587
25. To get a change of pace	4.85	1.544
26. To belong to an organization that has prestige in the community	4.93	1.643
27. To attend because my friends belong to the unit	4.95	1.724

TABLE 35--Continued

Rank of Mean Rank		Mean Rank	Standard Deviation of the Rank
28.	To fulfill obligations as hostess to the group	5.05	1.448
29.	To get to know the important people in the community	5.53	1.456
30.	To avoid disappointing the hostess	5.66	1.437
31.	To participate because the community expects women in my social situation to do so	5.89	1.221
32.	To learn how to have as many good things as my friends have	5.89	1.284
33.	To have a few hours away from the children	6.01	1.408
34.	To learn the latest news about neighbors and friends	6.43	1.130
35.	To attend because my mother, mother-in-law, or husband thinks the organization is important	6.49	1.067

TABLE 36

RANK OF COUNTY STAFF MEMBERS' OBJECTIVES FOR MEMBERS OF HOME ECONOMICS EXTENSION CLUBS

Rank of Mean Rank	Mean Rank	Standard Deviation of the Rank
1. To be stimulated so that they will grow mentally	1.49	0.862
2. To learn how to make the community a better place in which to live	1.77	0.961
3. To learn how to guide the youth in the community to responsible adulthood	1.96	1.145
4. To acquire self-confidence as a person	2.08	1.051
5. To improve their competence as leaders in the community	2.15	1.198
6. To learn the principles for guiding the development of their children	2.21	0.956
7. To satisfy an inner desire to know	2.29	1.123
8. To learn to recognize reliable sources of information	2.38	1.193
9. To learn to do their homemaking jobs efficiently	2.44	1.094
10. To learn to think in a logical way	2.45	1.332
11. To help other women to develop to their full potential	2.53	1.261
12. To learn to furnish their homes to give pleasure and comfort to their families	2.57	1.046
13. To learn how to manage money wisely	2.64	1.103
14. To experience the sheer pleasure of learning	2.76	1.179

TABLE 36--Continued

Rank of Mean Rank	Mean Rank	Standard Deviation of the Rank
15. To understand more fully some of today's social issues	2.76	1.406
16. To associate with other persons interested in learning	3.10	1.123
17. To learn homemaking skills like sewing and cooking for their families	3.24	1.142
18. To be among the first to have information about new homemaking practices	4.09	1.321
19. To get acquainted in the community	4.11	0.998
20. To enjoy the sociability	4.68	0.999
21. To have a little fun	4.90	1.392
22. To take part in related activities, like teas, social hours, tours, and camps	4.98	1.073
23. To have a diversion from the demands of housework	4.99	1.197
24. To get a change of pace	5.16	1.127
25. To get a change of scenery and atmosphere	5.18	0.939
26. To belong to an organization that has prestige in the community	5.40	1.167
27. To have a few hours away from the children	5.66	0.897
28. To attend because their friends belong to the unit	5.83	1.159

TABLE 36--Continued

Rank of Mean Rank	Mean Rank	Standard Deviation of the Rank
29. To get to know the important people in the community	5.93	0.927
30. To learn how to have as many good things as their friends have	6.13	1.033
31. To fulfill obligations as hostess to the group	6.17	0.876
32. To participate because the community expects women in their social situations to do so	6.20	0.819
33. To attend because their mothers, mother-in-law, or husbands think the organization is important	6.34	0.932
34. To avoid disappointing the hostess	6.62	0.638
35. To learn the latest news about neighbos and friends	6.84	0.469

APPENDIX G

PROGRAMS FOR THE IBM 7094 COMPUTER

Combined Variables and Averaged Ranks

Program One for the IBM 7094

Output is thirty-five columns of data in format (35F1.0). Each column contains numbers from one to seven, representing assigned ranks.

Program divides 35 numbers across each card into 7 categories of 5 variables, each group the sum of 5 variables:

Category 1 =	var 4	+ var 8	+ var 18	+ var 22	+ var 34
Category 2 =	2	9	19	25	27
Category 3 =	3	14	16	21	31
Category 4 =	6	12	17	23	32
Category 5 =	7	11	20	28	33
Category 6 =	5	10	24	29	35
Category 7 =	1	13	15	26	30

An arbitrary number of data cards may be inserted after program. They are counted by the program and given observation numbers 1, 2, . . . in order of appearance. After reading and operating on last observation, program reads End of File and is terminated.

Program lists, across page: Observation number, Value for Category 1, Value for Category 2, . . . Value for Category 7. The seven category values are ranked:

Rank 1 = lowest category value

•

•

•

Rank 7 = highest category value

If two or more category values are identical, program assigns each of them the same rank, that rank being the average of the ranks and values would have had if they were all slightly different. This averaged rank form is the usual input for nonparametric tests. The ranks for the seven category values are printed under their respective category values.

If ranking from highest to lowest is preferred, remove from Fortran version of the program all the statements from

```
C   RERANK NUMBERS FROM LOWEST TO HIGHEST
```

to

```
C   115 CONTINUE
```

Also, remove two statements, both

```
JJ = 8 - L
```

and replace them with two statements, both

```
JJ = L
```

These are just below statement 127 and statement 125.

Assembly of Deck:

I.D. card

* XEQ

* Lines (Number)

The number of lines on the output sheet will be about ten times the number of observations. If the number of lines is expected to exceed 500, put in a LINES card with the expected number of lines in place of "number." If the number of lines is not expected to exceed 500, omit the LINES card.

* CARDS (Number)

The number of cards punched by the program will be twice the number of observations. If the number of cards is expected to exceed 100, put in a CARDS card with the expected number of cards in place of "number." If the number of cards is not expected to exceed 100, omit the CARDS card.

(Insert the program here.)

* DATA

(Insert the data deck of observations here.)

Program punches two cards per observation, one with the 7 category values and one with the 7 category ranks. If no punched cards are desired, remove the statement immediately below statement 200:

```
PUNCH 904 (etc.)
```

Also remove statement 904:

```
904   FORMAT (etc.)
```

To punch category sums and not ranks, omit

```
(RANK I , I = 1, 7), KOBS
```

from PUNCH 904 (etc.) statement.

Also omit

```
/7F6.3,27x5   RANKS, 2X, 14
```

from 904 FORMAT statement. Final parenthesis is still included. When omitting part of these statements, spacing need not be changed; just the part of the statement to be kept may be duplicated onto another card.

To punch category ranks and not sums, omit

```
(VAL I , I = 1, 7), KOBS,
```

from PUNCH 904 (etc.) statement.

Also omit

```
7F6. 1, 22X, 10HCATEGORIES, 2X, I4/
```

from 904 FORMAT statement. Initial parenthesis is still included.

Frequencies, Mean Rank, Standard Deviation, Etc.

Program Two-A for the IBM 7094

Input to the program is thirty-five columns of data, each column of which contains numbers (ranks) from 1 to 7. The program counts the number of cards (observations) and computes, for each of the thirty-five columns (variables):

The number of ranks = 1
The per cent of ranks = 1

The number of ranks = 2
The per cent of ranks = 2

.
.
.

The number of ranks = 7
The per cent of ranks = 7

The mean rank

The standard deviation of the ranks

The rank (from 1 to 35) of the mean
rank among all 35 variables (averaged
when ties occur)

This program requires a signal card to indicate the end of the input data. After the last observation, insert a card with a 9 in column 1. If this card is omitted, the End of File card which separates different jobs will be read and the program will be terminated, having read all of the cards, but without having recorded any information.

Order of cards

```
I. D. card
*         XEQ
*         LINES (number)
*         BINARY (if appropriate)
*         (message, if any, to computer operators)
(Insert the program here)
*         DATA
Deck of cards in format (35F1.0)
Card with 9 in column 1.
```

Program Two-B for the IBM 7094

Input to the program is 7 fields of data, each field of which contains numbers (ranks) 1, 1.5, 2, 2.5, . . . 6.5, 7. The format of the input data is (7F6.3). The program counts the number of cards (observations) and computes for each of the 7 fields (variables):

The number of ranks = 1
The per cent of ranks = 1

The number of ranks = 1.5
The per cent of ranks = 1.5

The number of ranks = 2
The per cent of ranks = 2

.
.
.

The number of ranks = 6.5
The per cent of ranks = 6.5

The number of ranks = 7
The per cent of ranks = 7

The mean rank

The standard deviation of the ranks

The rank (from 1 to 7) of the mean rank among all 7 variables (averaged when ties occur)

This program requires a signal card to indicate the end of the input data. After the last observation, insert a card with a 9 in column 1.

Order of Cards

```
I. D. Card
*        XEQ
*        LINES
*        BINARY (if appropriate)
*        (Message, if any, to computer operator)
(Insert the program here)
*        DATA
Deck of cards in format (7F6.3)
Card with 9 in column 1.
```

APPENDIX H

FREQUENCY TABLES OF RANK ORDERS OF MOTIVATIONS FOR CLUB MEMBERS AND OF OBJECTIVES FOR STAFF MEMBERS

TABLE 37

FREQUENCIES OF RANK ORDERS OF MOTIVATIONS OF 751 HOME ECONOMICS EXTENSION CLUB MEMBERS

Motivations	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0	Mean Rank	Rank of Mean Rank
Intellectual growth	218	37	199	35	142	11	40	13	18	6	16	3	13	2.36	2.0
Homemaking competence	323	57	166	31	77	9	26	8	24	0	18	2	10	2.04	1.0
Improvement of society	64	22	146	48	229	32	70	18	64	9	28	4	17	3.13	3.0
Esteem	9	5	26	10	38	17	169	40	169	47	139	21	61	4.83	5.0
Sociability	32	8	39	21	81	30	209	55	178	36	50	3	9	4.10	4.0
Diversion	29	6	25	13	39	22	65	21	95	52	218	31	135	5.17	6.0
Social expectations	3	1	4	2	8	5	17	17	42	20	136	46	450	6.38	7.0

TABLE 38

FREQUENCIES OF RANK ORDERS OF OBJECTIVES OF 119 COUNTY EXTENSION HOME ECONOMISTS

Objectives	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0	Mean Rank	Rank of Mean Rank
Intellectual growth	38	11	37	9	23	0	1	0	0	0	0	0	0	1.88	1.0
Homemaking competence	23	5	23	10	52	1	2	0	1	2	0	0	0	2.39	3.0
Improvement of society	42	12	33	9	19	0	2	0	1	0	1	0	0	1.89	2.0
Esteem	0	0	0	0	4	0	44	9	24	15	22	0	1	4.79	5.0
Sociability	0	0	1	1	0	0	36	8	49	11	12	0	1	4.78	4.0
Diversion	0	0	0	1	3	1	20	5	14	11	47	3	14	5.44	6.0
Social expectations.	0	0	0	0	0	0	1	0	0	3	12	3	100	6.82	7.0

TABLE 39

FREQUENCIES OF RANK ORDERS OF MOTIVATIONS OF 751 HOME ECONOMICS EXTENSION CLUB MEMBERS GIVEN AS PER CENT

Motivations	Rank Order												
	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0
Intellectual growth	29.03	4.93	26.50	4.66	18.91	1.46	5.33	1.73	2.40	0.80	2.13	0.40	1.73
Homemaking competence	43.01	7.59	22.10	4.13	10.25	1.20	3.46	1.07	3.20	0	2.40	0.27	1.33
Improvement of society	8.52	2.93	19.44	6.39	30.49	4.26	9.32	2.40	8.52	1.20	3.73	0.53	2.26
Esteem	1.20	0.67	3.46	1.33	5.06	2.26	22.50	5.33	22.50	6.26	18.51	2.80	8.12
Sociability	4.26	1.07	5.19	2.80	10.79	3.99	27.83	7.32	23.70	4.79	6.66	0.40	1.20
Diversion	3.86	0.80	3.33	1.73	5.19	2.93	8.66	2.80	12.65	6.92	29.03	4.13	17.98
Social expectations	0.40	0.13	0.53	0.27	1.07	0.67	2.26	2.26	5.59	2.66	18.11	6.13	59.92

TABLE 40

FREQUENCIES OF RANK ORDERS OF OBJECTIVES OF 119 COUNTY EXTENSION HOME ECONOMISTS GIVEN AS PER CENT

Objectives	Rank Order												
	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0
Intellectual growth	31.93	9.24	31.09	7.56	19.33	0	0.84	0	0	0	0	0	0
Homemaking competence	19.33	4.20	19.33	8.40	43.70	0.84	1.68	0	0.84	1.68	0	0	0
Improvement of society	35.29	10.08	27.73	7.56	15.97	0	1.68	0	0.84	0	0.84	0	0
Esteem	0	0	0	0	3.36	0	36.97	7.56	20.17	12.61	18.49	0	0.84
Sociability	0	0	0.84	0.84	0	0	30.25	6.72	41.18	9.24	10.08	0	0.84
Diversion	0	0	0	0.84	2.52	0.84	16.81	4.20	11.76	9.24	39.50	2.52	11.76
Social expectations	0	0	0	0	0	0	0.84	0	0	2.52	10.08	2.52	84.03

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